DOCUMENT RESUME

ED 077 606 RC 007 022

AUTHOR	Heller, John H.; And Others
TITLE	Camping with a Purpose...A 4-H Handbook.
INSTITUTION	Department of Agriculture, Washington, D. C. Extension Service.
REPORT NO	DOA-ES-PA-998
PUB DATE	Apr 72
NOTE	45p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0100-1620, $0.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Camping; Costs; Day Camp Programs; Disadvantaged Youth; Educational Programs; *Guides; Health; Low Income Groups; *Outdoor Education; *Program Development; Recreational Activities; Resident Camp Programs; *Youth Programs
IDENTIFIERS	*Four H Club Camping

ABSTRACT

The 4-H handbook focuses on factors to consider and things to be done when developing a camping program. Since the emphasis, structure, and administration of 4-H camping varies, the booklet is flexible enough to be adapted to different state, district, and county situations. Major topics are camping's importance to extension education, administration of a camp program, camping standards, staff, health, sanitation, safety, costs of camping, publicizing the camp, camp traditions, camping for low-income youth, and improvement and service projects. Program development is divided into: (1) the unique possibilities of camping, (2) planning the program, (3) how camp experience strengthens 4-H objectives, and (4) 5 types of program structures. Other camp types are also discussed, including day camping, tent or pioneer camping, year-round camping, project camping, personal growth camps, and career camps. The appendix suggests a format for week-long and weekend camping workshops. (NQ)

ED 077606

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CAMPING With a PURPOSE

... A 4-H HANDBOOK

FILMED FROM BEST AVAILABLE COPY

UNITED STATES DEPARTMENT OF AGRICULTURE • EXTENSION SERVICE • PA-998

Foreword

This publication is for Extension personnel, camp boards of trustees, committees, directors, teaching staff and counselors. It focuses on factors to consider and things to be done. Since 4–H camping varies in emphasis, structure and administration among the 50 States, Puerto Rico and the District of Columbia, this booklet has been made flexible enough to be adapted to varied State, district, and county situations.

In recent years, several States have shifted camp management and program from fulltime Extension workers to temporary, specialized employees. Information in this handbook should be equally valuable to Extension workers, professional camp directors, instructors, and adult and older youth counselors.

The section on "Administering the Camp Program" describes some jobs for Extension workers and others. This list may be altered or adapted to fit any county and State situation. The authors recognize that each State determines its own administrative structure.

Authors

John H. Heller Formerly Extension Specialist, 4–H Programs, University of Kentucky. Now Youth Development Specialist, Cooperative Extension Service, University of Wisconsin, Madison, Wisconsin 53706.

E. H. (Duke) Regnier Program Leadership Specialist, Department of Recreation and Park Admin., College of Agriculture, University of Illinois, Urbana, Illinois 61801. (Retired)

Russell W. Smith Coordinator, Northeast Regional 4–H Publications, College of Agriculture and Environmental Science, Rutgers, State University, New Brunswick, New Jersey 08903.

Owen S. Trask 4–H Club Specialist, University of Connecticut, Storrs, Connecticut 06268.

Glenn Catlin (Consultant) Assistant Director, American Camping Association, Martinsville, Indiana 46151.

RECEIVED
JUL 5 1973
E.R.I.C.

Table of Contents

Camping—Important to Extension Education 3
- Anticipating Camping Needs 4
- Area Programming 4
- Non-Extension Personnel 4

Administering the Camp Program 5
- People and Their Jobs 5
- Planning Calendar 7
- Expanding Use of 4-H Campsites 8

Camping Standards 9
- A Measure of Quality 9
- Laws Governing Camps 9
- Compliance with Civil Rights Act 10
- Insurance 10

Camp Staff 11
- Recruiting 11
- Selecting 12
- Training 12
- Evaluating 13

Developing the Program 14
- Unique Possibilities of Camping 14
- Planning the Program 14
- Camp Experience Strengthens 4-H Objectives 14
- Five Types of Program Structures 15

Health, Sanitation, Safety 20
- Health 20
- Sanitation 21
- Safety 21

Costs of Camping 24
- Survey of Camp Costs 25
- Camp Costs Survey 25

Publicizing the Camp 26
- Announcement Brochure 26
- News Releases 27
- Radio and TV 27
- Marked Clothing and Materials 27
- Special Events 27
- Telling the Story 28

Camping for Low-Income Youth 28
- Recruiting Campers 29
- Placing Campers 30
- Leadership 30
- Groupings 30
- Camper-Counselor Relationships 30
- Program 31
- Follow-Up 32

Other Special Camps 33
- Day Camping 33
- Tent or Pioneer Camping 35
- Year-Round Camping 36
- Project Camping 36
- Personal Growth Camps 36
- Career Camps 36

Improvement and Service Projects 37

Camp Traditions 38
- Types of Traditions 38
- Fundamental Principles 38

Appendix 39
- Suggested Format—Week-Long Workshop 39
- Suggested Format—Weekend Workshop 41

References 41

4-H camping with its many experiences is meant for youth from all walks of life and all income levels. (N.J., Wis., Ohio, Texas)

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 50 cents
Stock Number 0100-1620

Camping with a Purpose

A 4-H Handbook

"Camping is people, leadership and outdoor living, focusing on the social, spiritual, and mental as well as physical development of the individual." It is living out-of-doors, a shared experience, learning to live together with opportunity for individual development in a natural environment.

Camping is unique; it is a community in a free society. It possesses spiritual values which are caught, not taught. It has educational values, and conveys warmth and friendliness. Planned programs provide a chance to learn about the patterns of nature and a sense of fundamental values which help develop an appreciation for the contributions of nature. A camp can be a useful laboratory for environmental education and ecology.

CAMPING–
IMPORTANT TO EXTENSION EDUCATION

Camping is good fun, adventure and overall learning for youth from all walks of life and all economic levels.

In the past 4-H camping has been exciting in the acquisition of sites and their development. The present is a period of striving for goals. The future challenges all who are connected with education and concerned with quality of living. Until recently, camping has been considered only as a vacation activity. But now the values of camping and outdoor education are being recognized by a growing number of leaders—lay and professional.

"For well over a decade," declares Dr. Catherine Richards, "this nation has been struggling to redefine equality and to create environments for equal opportunity, particularly for children and youth. Aware of the potential that camping offers to help counter the converging social forces that constrict opportunities for children to learn together, camps have committed their resources to increasing camping opportunities for young people from low-income families and for those who, for other reasons, lack a fair chance to achieve their potentials."

For more than half a century Cooperative Extension Service has been a dominant force in reaching rural youth. However, changing urban and rural environments have modified program thrusts. Urbanization, low-income, and minority group problems now challenge Extension's organization and goals.

Extension programs have long been concerned with quality of living. Now this work must be broadened. Although organized 4–H clubs will remain important vehicles for reaching people, many new approaches must be developed to reach the alienated and disadvantaged. The Extension study, *A People and A Spirit*, recommends that Extension maintain the 4–H program as a youth development activity for youngsters from all walks of life and all economic levels, and that the program should become neither a poverty program nor a strictly middle class activity.

Camp surroundings are favorable for the study and appreciation of the environment, cultural history and world of nature. When 4–H camping is not bound by strict tradition, it can be altered freely to fit the needs and desires of a group. Camp is a community in which neatness of person, belongings, cabin and grounds is expected, and is accomplished by efforts of each camper cooperating with others.

To the young person, camping is good fun and adventure. Extension workers, leaders and parents know, however, that it must be more than fun. Camping must also provide experiences in:

—Understanding the environment and appreciating nature
—Building good health
—Getting along with people
—Developing personality and character
—Training in leadership
—Making new friends
—Learning to assume responsibility
—Gaining tolerance
—Achieving feelings of success
—Growing spiritually
—Learning new skills

Camping as an integral part of 4–H education should be designed to meet these objectives:

—Develop a sense of at-homeness in the natural world
—Educate for outdoor living
—Educate for safe and healthful living
—Contribute to personality development
—Educate for constructive use of leisure time
—Develop spiritual meanings and values
—Educate for democratic group and community living

Each State Extension Service will need to determine its own commitment based upon these objectives. Each will need to—

1. Evaluate the impact of participation in camping upon 4–H—Youth Development and Cooperative Extension Service programs;

2. Determine how and to what extent Extension policies and practices influence 4–H camping; and

3. Establish criteria for determining appropriate types of programs and activities.

Anticipating Camping Needs

A People and A Spirit recommends expansion of Extension programs to new and different audiences. This expansion requires a new set of academic disciplines added to those traditional to Extension. These new disciplines must embrace most concerns of human beings and must come from many other colleges in the university.

Extension administration is being centralized in many universities, but regardless of organizational structure, Extension will require a competent field staff, a wide variety of specialists at the University and a fully competent administrative staff.

Area Programming

With more knowledge calling for greater specialization, area programming may become more practical than county programming. States where district 4–H camping is practiced have already developed Extension centers for camping, outdoor recreation and resource development programs.

The field staff need not have the same level of specialization as the university staff, but they must have training and background in disciplines related to their assignment. Field staff also must be able to relate to the audiences they serve. They need to know about camping as it relates to the educational process, the social action process, and the use of communications media.

Non-Extension Personnel

Volunteer leaders, local advisory groups and/or governing boards will continue to be very important in successful camping programs. More appointive local groups will be needed to counsel with Extension on special program needs, direction and organization. These committees, councils and boards also can be effective in communicating with legal bodies. They will influence local program decisions.

Qualified local residents should be used increasingly as program counselors and camping instructors, either paid or volunteer.

References

1. *A People and A Spirit*—Report of Joint U.S. Department of Agriculture and National Association of State Universities and Land-Grant Colleges Extension Study Committee.
2. *An Analysis of 4–H Camping in the United States*—A research study by John H. Heller, Extension Specialist, 4–H Programs, Univer-

sity of Kentucky. (Since moved to University of Wisconsin)

3. *Camping in Transition—A Report on Four Seminars on Camping and Outdoor Education.* Conducted by American Camping Association and Bureau of Outdoor Recreation, U.S. Department of the Interior.
4. *Camping Is Education*—American Camping Association.
5. *Good Camping for Children and Youth of Low-Income Families*—Dr. Catherine Richards, Special Consultant to the Chief, Children's Bureau, Department of Health, Education and Welfare.

ADMINISTERING THE CAMP PROGRAM

Camping is an important educational endeavor that takes significant investment of time, money and expertise. Every professional worker who has influence, directly or indirectly, on the quality of environmental and outdoor education programs should recognize the role of camping in helping boys and girls develop as citizens.

Good administration is vital to successful camping programs. Administration includes planning, promotion, supervision, personnel and management. Following are responsibilities to be assumed by staff members:

People and Their Jobs

Dean and/or Extension Director should

—Understand the purposes and values of camping.
—Appreciate the contributions of camping to education.
—Recognize the place of camping in the total 4-H youth development program.
—Decide the extent of commitment to camping.
—Delegate responsibilities for camping to appropriate staff and subject matter departments.
—Support the staff in development of camp sites and conducting camp programs.
—Allocate adequate funds to carry out responsibilities.

State Extension Specialists should

—Understand current 4-H philosophy and objectives.
—Appreciate the role of camping in 4-H education.
—Explore opportunities to assist in camping.
—Provide technical information.

Food-Nutrition Specialist—Advise on menu planning, food purchasing/preparation/serving, and kitchen equipment.

Recreation Specialist—Assist with camp site planning, facility planning and management, program planning and education, and overall camp board relationships.

Agricultural Engineering Specialist—Serve as consultant on construction, water and sewage systems, drainage practices, and safety measures.

Forestry Specialist—Cruise woodlots, help lay out nature trails, supervise woodland management including selective cuttings, pruning and layout for pioneer camping. Provide direct instruction where appropriate.

Horticulture Specialist—Provide guidance in landscaping, grasslands management, erosion control and lawn care.

Sociology Specialist—Serve as a resource for understanding the needs and interests of youth, program development, group dynamics, group leadership and counseling techniques.

Wildlife Specialist—Help plan and develop wildlife refuges, instruct camp staffs in conservation practices, and work directly with campers on nature activities.

Area and District Supervisors, Directors or Assistant State Leaders should

—Understand the purposes and values of camping.
—Appreciate the role of camping in Extension education.
—Cooperate with the State 4-H staff on areas of emphasis.
—Advise county Extension and area agents on camp development and operation.
—Counsel with camp committees on the total program.
—Attend meetings and advise camping associations on policy and procedures.
—Evaluate the effectiveness of respective camping programs.

State 4-H Staff should

—Accept the premise that camping is an effective method of reaching 4-H objectives.
—Understand the role of camping in meeting the needs and interests of youth.
—Delegate responsibility for camping to at least one professional State 4-H staff member.
—Plan and conduct training on camping philosophy, administration, management, site and facilities development, and outdoor education.
—Inform all staff on the status of camping.
—Involve county Extension agents in overall camp program direction and emphases.
—Guide county staff members in the composition, role and responsibilities of camp committees.
—Contact the American Camping Association and distribute any of its useful information, training and services.

County Extension Agents should

—Believe in the purposes and values of camping.
—Set aside adequate time in the plan of work to develop, plan, conduct, and evaluate camping efforts.
—Promote camping opportunities among young people.
—Inform parents on camp program objectives and activities.
—Arrange to have applications processed.
—Counsel camp committees on site development, program planning, staff recruitment and training.
—Serve as camp director, where applicable.

Camp Committees should

—Demonstrate an interest in camping as an education experience.
—Understand the needs and interests of youth.
—Provide program and leadership continuity.
—Advise the county Extension staff on site development and maintenance, program composition, finance, and staff possibilities.
—Serve as resource consultants on specific program features.
—Decide the direction of camping for the future.

Camp Director should

—Demonstrate a sincere interest in young people.
—Understand the purposes and values of camping.
—Appreciate the relationship between 4-H objectives and the purposes of camping.
—Apply educational principles to camping activities.
—Work cooperatively with Extension staff members and camp committee.
—Understand the role of all camp employees.
—Help recruit qualified camp personnel.
—Conduct pre-camp and inservice training for all staff members.
—Supervise maintenance and program workers.
—Evaluate continuously, and at end of season, the quality of the total program.
—Maintain channels of communication among Cooperative Extension Service, camp committees or boards, camp staff and campers.
—Maintain professional camping relationships, such as ACA and Kindred Groups.

Staff and counselors should

—Understand the purposes and values of camping.
—Appreciate the role of camping in 4-H education.
—Have a working knowledge of the needs and interests of youth.
—Believe in informal education concepts and techniques.
—Appreciate opportunities to teach in out-of-doors settings.
—Demonstrate abilities to work as a member of a teaching team.
—Possess expertise in at least one camp-related subject area.
—Assist in developing and applying a specific position description.

Other Resources

University. Competent persons outside of the Extension Service and College of Agriculture will often assist in specific phases of camp operation. Staff members should remember the possibilities of soliciting guidance and counsel from geology, history, business administration, education, sociology, engineering, landscape architecture, architecture (site planning), music, physical education, recreation and other departments or colleges.

Government. In many States, departments of government will cooperate in providing technical assistance on camp development, program determination, staff members and teaching camping directly. Among the possibilities are: State Fish and Game, Highway, Health, Motor Vehicle and others.

Private. Many persons and groups can assist in camp programs. Among them: the ACA Accreditation Service, National Wildlife Federation, National Audubon Society, National Geographic, utility companies and others.

Planning Calendar

Camping should be a year-round concern. To give campers a worthwhile experience and a desire to return to camp, planning and promotion of camping must be conducted throughout the year by a county and/or State staff person.

This calendar may help in planning. Select those items or tasks appropriate for your State or county.

SEPTEMBER

—Evaluate camp, camp program, and staff.
—Review and prepare camp budget summary.
—Decide membership of camp planning committee for the following year.
—Explore and decide on off-season use of camp facilities, including conferences, family reunions, sorority and fraternity reunions, workshops, ski parties, winter camps, camping and planning sessions during school vacations.
—Improvise to insure maximum use of your camp facilities.

OCTOBER

—Meet with the camp planning committee.
—Determine purpose and objectives of camp.
—Prepare camp budget for coming year.
—Identify priority of camp maintenance and equipment needs and time.
—Schedule time to make necessary improvements.
—Set dates for camping periods, selection of staff and counselors, workshops and precamp training.
—Plan publicity and promotion.
—Prepare camp staff applications.
—Prepare publicity and promotional materials.
—Mail camp dates to counties.
—Contact university and college offices such as Department of Education and Department of Recreation for names of prospective camp employees.

NOVEMBER

—Prepare and duplicate camp staff and counselor applications.
—Publicize camp job opportunities.
—Prepare requisitions for camp equipment and supplies.
—Visit colleges and universities to recruit camp staff and counselors.
—Alert prospective applicants to college courses in camping and to training events offered by American Camping Association and others.

DECEMBER

—Meet with camp planning committee to plan programs for
  —Junior camp
  —Senior camp
  —Special camps
  —Low-income
  —Opportunity
  —Other types

The best summer camps are planned and promoted all year long. This added effort also stimulates many off-season uses of camp.

JANUARY

—Prepare a tentative workshop agenda for counselors and staff.
—Review staff and counselor applications.
—Publicize camping opportunities for boys and girls.
—Mail out applications to campers.
—Make contractual arrangements for Work-Study students.

FEBRUARY

—Interview and select camp staff and counselors.

—Decide on pre-camp training.
—Select resource persons needed to conduct camp counselor and staff workshop.
—Compile resource material needed to conduct workshop.
—Notify those selected for employment at camps and inform them of training events to help them prepare for their jobs.
—Notify those not selected for employment.
—Prepare forms for use at camp, including insurance, financial records, registration and attendance sheets, staff evaluation, program evaluation, cabin rosters and other needed.

MARCH

—Notify counties on status of 4–H camp pre-registrations.
—Encourage counties to promote camping opportunities.
—Visit camp facilities to outline camp preparation.
—Check status of camp forms.

APRIL

—Inventory and evaluate the condition of all equipment and supplies.
—Notify staff and counselors of pre-camp workshop dates and program.
—Tally the pre-registration of campers.
—Hire kitchen and maintenance staff.
—Prepare menus and food list.

MAY

—Check all facilities and make necessary repairs.
—Prepare payroll forms.
—Order food and designate dates for delivery.
—Verify that all staff members have signed a contract and are ready to assume their responsibilities.
—Make personal contacts with resource people to be sure they are ready for the pre-camp workshop.

JUNE

—Supervise the opening of the camp season.
—Help conduct pre-camp workshop.
—Visit camp periodically.
—Evaluate staff, campers, and program through
  —Interviews
  —Surveys
  —Tests
—Review camp reports.

JULY

—Visit camps as time permits.
—Review camp reports.
—Counsel staff members.
—Conduct an on-going evaluation of programs.

AUGUST

—Repeat tasks outlined for July.
—Instruct the staff to take inventory and prepare a list of items needing attention.
—Solicit recommended improvements from the staff. Ask staff members to give their personal evaluation on
  —Program
  —Division of responsibilities
  —Job description
  —Camp facilities and equipment
—Visit the camp manager and director and conduct personal interviews concerning the camp season.
—Plan for fall and spring use of camp facilities with the camp director and caretaker.

Expanding Use of 4–H Campsites

It is important to make fullest use of camp facilities year round. Here is a suggested schedule for off-season activities.

September and October
  Autumn outdoor education for schools
  Family reunions
  Older youth weekends
  Leadership forums

December and January
  Camp staff reunions (winter camp) during holiday season

January and February
  Site, staff and committee encampments for program development
  Leadership training
  Winter family camp

February and March
  Wildlife, forestry, entomology and similar weekend camps

March, April and May
  Camp work weekends
  Staff training workshops
  Spring outdoor education for schools
  Family reunions
  Older Youth weekends
  Leadership forums

CAMPING STANDARDS

Equal Treatment Laws Insurance

Standards for Organized Camps

A Measure of Quality

All 4–H Camps should strive for high quality facilities, staff and program. You can apply standards as a measuring device to attain quality.

Standards for Organized Camps prepared by the American Camping Association is designed to help achieve excellence. No one camp could meet all specifications, but Extension agents, boards, and camp committees should refer to these standards in evaluating quality.

American Camping Association (ACA), Bradford Woods, Martinsville, Indiana 46151 is a national service organization for public and private camping programs. Its membership and committees are composed of participating organizations and individuals. The national 4–H program uses consultant and training help from ACA. 4–H leaders can help determine policy and services of this national camping coordinating body through participation in 4–H Kindred Group sessions and other methods.

It is strongly recommended that 4–H camps demonstrate their quality by full cooperation in this program. The *Standards* booklet, now being revised, will include these categories:

1. *ACA membership prerequisites*—mandatory standards for all camps that would join this program.
2. *Personnel*—requirements for best quality camp staff.
3. *Administration*—guidelines for committee and board operations as well as business and personnel leadership on the site.
4. *Program*—new concepts in program design and evaluation.
5. *Site*—important factors to consider in optimum use of the site and proper care of facilities and equipment.
6. *Health*—medical services and personnel needed before and during camp, including analysis of emergency procedures and health equipment, supplies, and sanitation aids.
7. *Safety*—guidelines for best transportation procedures and equipment, as well as aides to identify and correct hazards throughout the camp.

Each of these sections includes general standards applying to all types of camps.

It is important that 4–H camp leaders get copies of the *Standards* booklet. It is also important that each county and State camp strive to meet these standards.

Laws Governing Camps

Laws regulating operation of youth camps vary by States, districts and counties. Extension staff members and camp directors are responsible for knowing about, and adhering to all laws in their areas. Some laws relate to protection of the health of campers and employed staff. Other laws place responsibilities on the owners and operators in relation to accidents, medical and surgical care of campers and staff. Meeting the necessary legal requirements of camp operation is the responsibility of the Extension staff, board members, directors and counselors.

ACA provides a legal service to help camp administrators keep abreast of new laws. You may purchase their complete text of all laws relating to camping in every State. Also their monthly bulletin, *Camping Law Abstracts*, by subscription, contains computerized abstracts of every new law on camping.

All staff members need to be alert to the possibility of lawsuits resulting from accidents, illnesses or injuries at camp. Records and reports of all such incidents are *required*. It is important to *keep a permanent health and accident file on each camper and staff member* and keep it available until the camper reaches 25 years of age. This is necessary to protect the camp in case of lawsuits filed several years after an accident. These records, although burdensome, may be relatively inexpensive. Without documented evidence to prove absence of neglect by the camp, one lawsuit could force a camp to close.

References *(All from ACA)*

1. *Camping Law Abstracts*
2. *Interpretive Guide*
3. *Legislation Affecting Camping*
4. *Standards for Organized Camps*
5. *Standards Report for Accreditation of Organized Camps*

Compliance with Civil Rights Act

In conducting a 4–H camping program, it is mandatory that no person be denied benefits or excluded from participation on the grounds of race, color or national origin. State Extension administrators must insure that:

1. All 4–H or other eligible youth in a given county or group of counties have equal opportunity to participate in any 4–H camp which serves a given geographic area.

2. No individual is treated differently from others, on the basis of race, color or national origin, in determining whether he satisfies eligibility, admission, enrollment, quota, membership or other requirements to attend any 4–H camp established for a given geographic area. Camping assignments must be made in such a way as to eliminate traditional black and white camps.

3. Extension staff members or other instructors for a 4–H camp are assigned responsibilities on a functional basis and the programs are conducted for all 4–H camp participants, regardless of race, color or national origin.

4. No individual is subjected to segregation or separate treatment on the basis of race, color, national origin, sex or religion in any matter related to 4–H camping activities; this includes opportunity to participate in training programs; enjoyment of advantages, privileges or benefits; and the use of facilities, buildings and structures.

Even though authority and responsibility may be delegated to non-Extension employees, the Extension Service in each State must establish policy. Extension workers are accountable for their camping programs.

Insurance

Certain types of camp insurance are required by law, including workmen's compensation, comprehensive liability and motor vehicle coverage. Other kinds of insurance, while optional, are nevertheless essential to the protection of campers and staff. Four types of insurance policies are important:

1. Loss or damage claims for personal injury or damage to property of others caused by activities or operations.
2. Loss or damage to property owned, used, or in custody of the insured.
3. Loss or damage caused by crime, burglary, theft, robbery or infidelity of an employee.
4. Loss of business—insurance against catastrophe.

Insurance policies assure protection against most negligence hazards and risks and provide coverage for—

1. Property, whether owned or leased.
2. All camp buildings and grounds.
3. Waterfront installations.
4. Athletic and sports installations, owned or leased, plus non-owner protection for cars used by volunteers, parents or anyone relating to camp operation or program.
5. Motor vehicles, including automobiles, trucks, buses, owned or hired, meeting Interstate Commerce Commission standards; machinery including tractors, mowers, kitchen equipment and pumps, owned or hired.
6. Water vehicles such as motorboats, rowboats, canoes, life rafts, sailboats, owned or hired.
7. Saddle horses and teams, owned or hired.
8. Swimming pools, bowling alleys, golf courses, rifle ranges, archery ranges and similar facilities.

Comprehensive liability policies, through special provisions, may protect camp owners and operators in other ways, including:

1. Malpractice by the camp physician or nurse or visiting physician or nurse.

2. Injuries or diseases following bites by animals or insects.

3. Food poisoning from food prepared by the camp or otherwise, and eaten by the campers on or off camp premises.

4. Food poisoning by other products, such as candy and ice cream sold at the canteen.

5. Contingent problems in case an employee, camper or guest drives a vehicle, whether on land or water, resulting in a bodily injury to camp personnel or a member of the public.

Specific provisions of a comprehensive liability policy usually cover bodily injury liability, property damage liability (automobile), and property damage liability (except automobiles). A number of "riders" or extra stipulations may be included by agreement and on the payment of higher premium rates. Malpractice liability endorsement, for example, provides "for insurance to also apply as respects to bodily injury caused by the rendering of professional services or the omission thereof." It is important to know the "Good

Samaritan" laws in each State which protect those rendering first aid at the scene of an accident. Riders may also be added covering fixed sum payments in case a camper dies from any camp accident or from an illness at camp.

All staff members have a responsibility in relation to employers, campers and parents. They have moral obligations to prevent loss, damage, or destruction of property. When losses exceed certain limits, however, it may be difficult to obtain similar insurance another season, or the premium rates may be increased substantially.

Counselors also need to guard against unnecessary and avoidable damage to camp property and to others, such as neighbors. Problems of legal liability and responsibility are involved in such matters. Because camp operators serve as "substitute" parents, outsiders may hold the camp management liable for loss, damage, or destruction of property by campers.

The preceding section was summarized from information included in *The Camp Counselor* by Reuel Benson, M.D., and Jacob A. Goldberg, Ph.D., published by McGraw-Hill Book Company, Inc. Camp directors may wish to read the detailed accounts on legal responsibilities and insurance.

References *(All except #1 from ACA)*

1. *The Camp Counselor*—Reuel Benson, M.D., Jacob Goldberg, Ph.D.
2. *Accident Report Forms*
3. *Camping Law Abstracts*
4. *Legislation Affecting Camping*

CAMP STAFF

The kind of personnel needed in a camp will depend on the purpose and *objectives* of that camp.

Three major problems confront us in recruiting and placing the camp staff:

1. How do we recruit and select a potentially effective staff member?
2. How do we train and help him to do the best possible job?
3. How do we measure his effectiveness?

The best camp staff is one which is most effective in meeting camp objectives. A good staff in one camp might not be effective in another.

Three practical difficulties hinder us from reaching the "ideal" in staff selection.

1. Knowing what qualities make a good staff, and whether the applicant has these qualifications.
2. Limited number of applicants.
3. Size of the budget.

Recruiting

4-H camps generally have drawn their staff members from colleges, high schools, and former 4-H'ers, with little regard to academic training and educational skills, but primarily for their personal qualities and ability to adjust to camp life. Personnel is one of the most important factors in the success of any camp program. A well-qualified committee should establish:

1. Personnel policies.
2. Agreements and contracts stating all conditions of employment.
3. Job descriptions and job specifications for all camp positions.
4. Personnel records.
   a. Applications.
   b. Health records.
   c. Correspondence.
   d. Supervisory records.
5. Standards—ratio of counselors to campers, age of staff, and other such measures (from ACA or other sources).

The following outline can help in securing qualified personnel:

1. Sources for recruitment
   a. Schools, colleges, universities
   —Departments of Agriculture and Home Economics
   —Departments of Recreation and Outdoor Education
   —Departments of Education—Counseling and Guidance
   b. ACA sections and other placement services (write ACA)
   c. Red Cross
   d. Former staff and campers
   e. Other organizations
   f. Teachers
   g. Nursing and other professions
   h. State Employment Service
2. Techniques of recruitment
   a. Visit school, college, or university departments to explain benefits of service, counselor training, vocational training, and practical experience for students

b. Workshops and class lectures informing students of benefits of camp experiences
c. Radio, movies and TV clips
d. Slides
e. Brochures
f. Flyers
g. Newspaper articles
h. Personal contact

Selecting

Leadership requirements of different camps vary according to the type of program, age of campers, camp location, standards, funds available, staff turnover, and many other considerations. But the procedure for selecting staff is similar in most camps.

These practices are generally accepted as part of the procedure.

1. Development of a staff application blank. (Samples available from ACA.)
2. Application form filled out by prospective staff person.
3. Qualifications of applicants reviewed by a committee.
4. Prospective staff person interviewed by director or committee.
5. References required and used in making final decisions.
6. A job description to help employee understand his position.
7. A written contract or agreement signed by camp director and applicant.

Qualified men or women, either adults or youth, can fill these positions.

Camp Director—Supervises management of, and directs camping programs as developed by professional staff or camp committees. At least 25 years old.

Camp Staff—Experienced program specialists in archery, boating, swimming, nature lore, conservation, crafts and other selected subjects.

Counselor—An 18-year-old or older who lives with a cabin or tent group of campers, directs a phase of the program, and helps campers benefit from their experience. A junior counselor may be a mature youth (4–H or non-4–H) 16 years or older.

Counselor-in-training or Counselor Apprentice —A young person at least 14 years old who lives with a cabin or tent group of campers. He or she volunteers time to direct a phase of 4–H camping under supervision of the camp director or counselors.

Leader—An adult volunteer who directs a specific phase of the program under supervision of the camp director.

Camp Caretaker (Ranger)—An adult responsible for care and maintenance of camp facilities and accountable to the camp director.

Head Cook or Dietitian—An adult trained in food-nutrition who operates the kitchen and food service under supervision of the camp director.

Counselor (older youth in sweatshirt) checks day's assignments with younger counselor-apprentices. Competent youth assistance like this benefits entire camp. (Okla.)

Camp Nurse—A registered nurse or licensed practical nurse responsible for campers' health and safety and accountable to the camp director.

Training

The kind and amount of training given to the staff will depend upon objectives and policies of the camp. Training of camp staff should begin with the first interview and continue through the camp season. This process includes inservice training (formal instruction), pre-camp orientation, in-camp training, supervision, and evaluation.

1. Inservice Training (formal instruction—anytime during entire year).
   a. ACA, community or agency courses
   b. University and college courses

c. Specialist training courses such as craft, nature and archery
d. Workshops
e. Staff manuals and other materials
f. ACA sectional, regional and national meetings

2. Pre-Camp—Pre-Camp training should be held at each camp three days to a week before the first camper arrives.

Chief values of pre-camp training on the camp site include

- Becoming acquainted with camp environment and facilities before campers arrive, gaining a feeling of security, and preparing to orient campers to a new setting.
- Helping all staff members achieve a sense of togetherness as a team.
- Providing a sense of readiness for the season.
- Appreciating the objectives and ideals of the camp. Without a pre-camp experience, the season may be half over before this appreciation can take place.
- Orienting the staff to policies, regulations, and methods of the camp.
- Explaining the job, roles and opportunities of each staff member in relation to the total group.

All these subjects need to be taught in staff training:

—Objectives, philosophy
—Orientation to campsite
—General knowledge and understanding of camps' growth and development
—Elements of program planning
—Camp behavior and ethics
—Leadership principles and skills in campcraft, nature lore, boating, arts and crafts, waterfront, and similar topics
—Use of records
—Evaluation techniques

ACA, a prime trainer in campcraft and tripcraft skills, offers training programs for campers and leaders.

See appendix for suggested formats for week-long and weekend workshops.

3. *In-Camp Training* (during camp season only)—Skillful staff members are developed through actual practice in the camp situation and through careful guidance by the camp director. It is crucial that the camp director allows his staff to:

—Practice leadership under supervision
—Develop skill in observing and analyzing the child's behavior, needs, and interests
—Take part in frequent conferences with supervision
—Contribute to staff meetings
—Use problem-solving techniques
—Develop appropriate visual aids
—Use role-playing techniques
—Experience on-the-job training

The training program should include a combination of—

—Experience as a group leader or instructor under competent supervision
—Experience in camp activities designed to develop a high level of efficiency in camp craft, waterfront, crafts, and the like.
—Meetings, either separately or with the staff, focused on basic insight, knowledge, and techniques of camp leadership

Supervision of a Counselor-in-Training should be assigned to one person who is responsible for insuring that techniques are used systematically.

Evaluating

According to Dimock, probably no procedure is more influential in raising the standards of the camp than systematic appraisal of the staff.

These methods can be used:

1. Camp Director meet weekly with each staff member and talk over program problems and ways the individual can improve techniques of counseling or instructing.

2. Adult personnel, campers and other staff members use a standardized rating scale prepared by Camp Committee to evaluate performance and personnel traits.

3. Each staff member prepare a written report covering his own work and comments and suggestions on the camp as a whole.

At the end of camp season every camp should provide a definite opportunity for each staff member to prepare a written report covering his own work during the season and comments and suggestions he feels will improve camp operation. This outline can help each person write his evaluation:

1. What I tried to accomplish—my objectives in relation to camp objectives.
2. What I did to achieve these objectives.
3. What I actually accomplished—evidence or examples.
4. What I failed to accomplish—evidence or examples.
5. Why I succeeded in one case; failed in another case.
6. What I would do differently another time.
7. High and low spots as I observed camp as a whole.
8. Recommendations for next year.
9. Inventory.
10. Any other suggestions or comments.

References

1. *Administration of the Modern Camp*—Dimock
2. *A Camp Director Trains His Own Staff*—Hammett
3. *Camp Administration Course Outline* } ACA
4. *Camp Job Descriptions* } ACA
5. *Camp Staff Applications* } ACA
6. *A Guide to a C.I.T. Program* } ACA
7. *Camp Counseling*—Mitchell and Crawford
8. *Day Camping Program Book*—Musselman
9. *Solving Camp Behavior Problems*—Doherty
10. *The C.I.T. in Residence Camping*—Turner, Jr.
11. *Training Camp Counselors in Human Relations*—Beker
12. *Understanding Boys*—Moser
13. *Understanding Girls*—Moser

DEVELOPING THE PROGRAM

The camp program includes everything that happens to the camper from the time he leaves home until he returns.

Groups throughout the nation generally follow one of these program structures:

1. Totally non-structured
2. Skeletal structure
3. Semi-structured
4. Scheduled with camper's choice
5. Structured

Unique Possibilities of Camping

More and more camp staffs are evaluating their program in terms of camping objectives. They are coming to realize that camp can best contribute to growth and development of youth by using unique opportunities. The camp situation, in which children live together in the outdoors and use the natural environment, offers indigenous program possibilities rather than repeating activities available in school, on the playground, in a club, or community center.

Ways of inserting learning into camp programs are limited only by your imagination. With an ever-increasing number of potential campers, 4–H must experiment with new ideas. *Camp programs can never ignore the problems back home, on campus, or on city streets.*

a. Camp committees need to be aware of the possible carry-over to camp staff or signs of rebellion, alcohol, sex and drugs.

b. Rapport and understanding at camp allow a camper, in a "neutral" and protected situation, to face the facts he knows.

Planning the Program

Well-planned programs will result as campers and staff members together use local possibilities.

Factors to consider include:

—The campsite, and the manner in which it is developed.

—Objectives and the living and leadership situations developed to obtain these objectives.

—The staff selected and trained to carry out objectives in specific jobs in specific camps.

—Facilities, equipment and materials.

—Motivation and freedom for creative use of possibilities.

No two camps are identical. The program in any camp must be individual and ever-changing.

Camp Experience Strengthens 4–H Objectives

Each major 4–H objective is listed below, with some related camp experiences and activities. In addition you'll find references and resources for use in developing program techniques.

Objective 1—*To help youth acquire knowledge of science and scientific methods and learn decision-making*

Techniques

Learning how to use tools and equipment

axes and knives	garden tools
bow and arrow	life jackets
fishing rod	compass
rifle	animal traps
hammer-saw	woodsman's tools

Learning how to make and when to use different types of fires

tepee	pit	criss cross
council		reflector

Learning how to cook outdoors

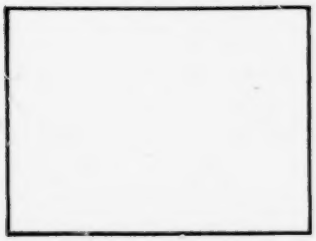
cooking in ashes	rock-cooking
cooking in Dutch oven	one-pot cooking
	stick cooking

Learning how to prepare menus
- selecting food
- estimating quantities needed
- estimating costs

Learning how to live outdoors
- conservation practices
- elements of ecology
- edible plants
- cooking
- shelters
- orienteering

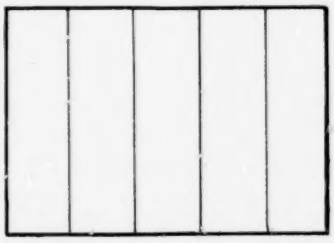
Learning new skills
- boating
- swimming
- archery
- rifle
- gardening
- fishing
- lashing
- buildings
- toolcraft
- campcraft
- food crops for wildlife
- nature interpretation

Five Types of Program Structures



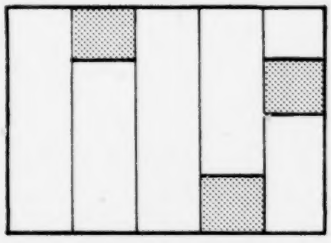
Totally non-structured

Where counselor and campers plan their own camp program and activities.



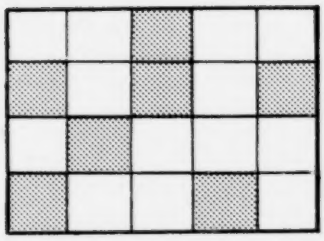
Skeletal structures

Where meals, rising hour, and bedtime are planned. Other phases of the program are planned by counselor and campers.



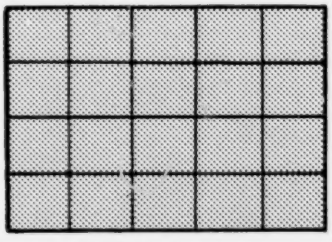
Semi-structured

Where counselor and campers follow the skeletal structure, plus one or two scheduled activities, and have a chance to plan the rest of their camp experiences.



Scheduled with camper's choice

Where all activities have been scheduled but counselor and campers can choose which activities to take part in.



Structured

Where all activities and program have been scheduled without camper's choice.

Basket weaving is only one of many arts and crafts that give youth both fun and learning at camp.

Analyzing Camping Programs
- water
- food
- sleep

Anticipating Camping Needs
- cabin meeting
- program needs
- equipment and food for camp out
- camping trips, tours, work details, work projects

Substantiating Findings
- local citizens
- research in camp library
- consultation with counselor

Summarizing Findings
- camp bulletins
- camp newspapers
- discussions in cabin or group of cabins
- staff reports

References

1. American Red Cross Series on *Water Safety*
2. *Backpacking*—Rethmel
3. *Be Expert With Map and Compass*—Kjellstrom
4. *Complete Field Guide to American Wildlife*—Collin
5. *Outdoor Living*—Bale
6. *The Camp Program Book*—Musselman and Hammett
7. *What on Earth*—Bale
8. *Whittling and Woodcarving*—Tanerman
9. *Wilderness Survival*—Hamper
10. *Wildwood Wisdom*—Jaeger
11. *Your Own Book on Campcraft*—Hammett

Objective 2—*To help youth explore careers and improve employability*

Techniques

Planning the job
Obtaining necessary materials
Working effectively
Completing all work
Cleaning up

There are jobs at camp where youth can learn practical skills for possible later employment. They can observe and learn from employees like these:

Dietitian—Preparing menus, estimating costs, practicing nutrition, preparing food, supervising Kitchen Aides.
Nurse—Preventing illness, caring for health needs, treating cuts and bruises.
Manager—Conducting programs, making decisions, estimating costs, supervising campers and staff.
Counselor—Guiding campers, teaching camping skills, giving help when needed.
Camp Activity Occupations—Understanding production, supply and support services related to camp activities such as archery, forestry, crafts, recreation, waterfront and similar positions.
Director—Learning various opportunities available through camp activities in the humanities, private practice and professions; conservation, health, outdoor education, government, law, medicine, ecology, geology, environment and others.

References

1. *Administration of the Modern Camp*—Dimock
2. *Camp Counseling*—Mitchell and Crawford
3. Career Booklets—Cooperative Extension Service, U.S. Department of Agriculture; Departments of Labor and H.E.W.
4. *Food Service Planning*—Kotschevar and Terrell
5. Journals—ACA, American Medical Association, Business, Wildlife Conservation
6. *Quality Food Purchasing*—Kotschevar
7. *Summer Camp Food Service Manual*—W. K. Kellogg Company

Objective 3—*To help youth increase leadership competence and create desirable relationships with others*

Techniques

Living Together as a Family—(cabin or tent group)
- —Planning daily program
- —Creative discussion
- —Leadership and fellowship activities
- —Sharing duties
- —Caring for camp needs
- —Discussing results
- —Working together

A youth's personality develops in a "living group" where he or she can share ideas during free time.

Living Together as Neighbor Groups
- —Two-boy cabins
- —Two-girl cabins
- —Boy and girl cabins (adjoining, with adult counselors)
- —Interaction in games, discussions, overnight hikes

Living as a Group in a Camp Community
- —Inter-group meetings and councils
- —Inter-group social activities

References

1. *Administration of Modern Camp*—Dimock
2. *Camp Counseling*—Mitchell and Crawford
3. *New Understandings of Leadership*—Ross and Hendry
4. *Program Activities for Camp*—Berger
5. *The Camp Book*—Hammett and Musselman

Objective 4—*To help youth learn agricultural production and management principles*

Techniques

Agricultural Husbandry—Raising and marketing crops, including fruits and vegetables, raising animals and handling animal products. Developing an appreciation for world food supply.

Objective 5—*To help youth improve family and home living*

Techniques

Care and maintenance of cabin and cabin areas
Personal grooming, care of clothing, proper attire
Concern for cabin mates
Use of shower and toilets
Understanding dining hall procedures
- —Cafeteria or buffet services
- —Family style service
- —Table manners and table arrangements

Letter of appreciation, information and friendship (to parents, sponsors and friends)

(Refer to Techniques under Objective 3)

Objective 6—*To help youth promote safety, health and fitness, appreciate cultural art, and use leisure constructively*

Techniques

Caring for one's self
- washing one's clothing
- attire in inclement weather
- daily showers
- sufficient sleep—rest periods

Participating in physical activities

swimming	handling tools
hiking	boating
fishing	games

Observing safety measures
- use of first aid kit
- swimming and boating rules
- rifle and archery rules
- careful handling of fires
- care in use of tools and equipment

Leisure

Listening to—

—sounds of nature	—bird calls
—songs	—concerts

Singing at—
—cabin meetings —vespers
—pow wows

Expressing ideas through
—modeling clay
—nature crafts
—whittling
—sketching, painting, drawing
—writing original poetry, prose

Rhythm game of clapsticks develops coordination while youth take part in group activities. (Illinois)

References

1. *Creative Crafts for Campers*—Hammett and Horrocks
2. *Golden Nature Guide Series*—Golden Press
3. *Learning about Nature Through Games*—Musselman
4. *Nature Recreation*—Vinal
5. *Science for Camp and Counselor*—Harty
6. *The Twelve Seasons*—Krutch
7. *Whittling and Woodcarving*—Tangerman
8. *Woodcarving Book*—Aller

Objective 7—*To help youth value and conserve natural resources*

Techniques

—Form, color, motion, sound, and touch as they relate to animals, birds, insects, trees and stones
—Sights such as mist, sunset, moon on lake
—Collecting, studying and releasing specimens
—Ecology—man's relationship to nature
—Nature rambles—taking camping trips and hikes
—Crafts—gathering materials
—New animals, plants, insects, and constellations—seeing, describing, recording
—New activities—currying a horse, feeding animals, watching bees, milking a cow
—Soil conservation — soil erosion — land judging
—Fish, wildlife, trees, birds—managing resources

References

1. *Conservation for Camp Counselors*—Carlson
2. *Field Trips (Ecology for Youth Leaders)*—Nickelsburg
3. *Interpretive Guides*—ACA
4. *Outdoor Education*—Carlson, Smith, Donaldson
5. *Outdoor Education (A Book of Readings)*—Hammerman and Hammerman
6. *Outdoor Education*—Mand
7. *Teaching in the Out-of-Doors*—Hammerman and Hammerman

Objective 8—*To help youth become productive and responsible citizens*

Techniques

—Studying the history of Indian lore, folklore
—Taking trips to historical spots
—Studying pioneer heritage
—Caring for personal property—
—clothes
—equipment
—Caring for community property—
—shelters
—tools and equipment
—kitchen, dining hall and other buildings
—Sharing responsibilities of citizenship—
—flag and country, patriotism
—improving quality of the camp environment

References

1. *Conservation of the Camp Site*
2. *Conservation for Camp Counselors*—Ruth and Reynold Carlson
3. *Flag Facts*—(4-H C-49)—University of California, Agricultural Extension Service
4. Home Extension bulletins on "caring for property" (clothes, equipment etc.)
5. *Outdoor Education*—Charles L. Mand
6. *Wildwood Wisdom*—Ellsworth Jaeger
7. *Your Own Book of Campcraft*—Catharine T. Hammet

Objective 9—*To help youth engage in community development*

Techniques

Skills Learned in Camp

—Respecting others' rights—laws, religion, compliance with state and local codes, health, safety, civil rights
—Caring for community property—shelters, tools, equipment
—Rotating duties during the camp week
—Planning together—daily schedule
—Working with others—cooking, cleaning and similar chores
—Sharing outcomes—meetings and discussions
—Making group decisions
—Evaluating efforts

Transferring Skills Learned in Camp to Home, Club and Community Situations

—Respecting property
—Removing litter
—Identifying and correcting hazards
—Establishing a conservation sanctuary
—Preserving natural resources

References

1. *Light From 1,000 Campfires*—Webb
2. *Sand County Almanac*—Leopold
3. *Web of Life*—Storer

Objective 10—*To help youth share in international progress and understanding*

Techniques

—Involving international counselors as members of the camp staff.
—Featuring another country as the Theme for the Day, and build learning experiences around the customs of that country.
—Inviting exchange students to participate in the camp program.
—Trying foods from other lands on cookouts.
—Conducting an International Night program.
—Learning about our world neighbors through films, followed by discussion.

Youth can learn ecology and the world of nature in many ways at camp. (Missouri)

—Teaching new recreation ideas through international games.
—Including International Farm Youth Exchange delegates and exchangees as counselors, instructors and/or special program speakers.
—Selecting 4-H Teen Caravanners to be a part of the camp.

References

1. Embassies
2. IFYE Program—National 4-H Club Foundation
3. International Counselors
4. Lions International
5. Peace Corps
6. People to People
7. Professional Youth Workers—from other countries
8. United Nations
9. Youth Hostels—New York, Boston, Chicago

To reach these 10 objectives, a typical camp program includes these basic activities:

1. Group living takes place within the cabin or tent group and stems from interests of youth living together in a close relationship.

2. Work arises from living in a camp setting where daily needs for health, safety, and comfort must be provided.

3. Conservation experiences—help the child understand the need to conserve, develop, and preserve our natural resources—and ways to do this.

4. Evening times—are specially planned by a cabin or tent group, unit groups, or total camp. These activities comprise most of the time after the evening meal and are different from customary daytime events.

5. Special days—are full days set aside for special occasions. Activities are usually developed around a theme, include total camp planning, and culminate in a highlight to end the day.

6. Special events—are of short duration and different in nature from usual camp activities.

7. Rainy-day programs—are set aside for rainy weather.

8. Spiritual and inspirational times—help develop the child's appreciation of nature. These may be incorporated into all parts of the total program. They should contribute to a child's awareness of things about him and enhance his appreciation of things he may take for granted in his daily life.

9. Instructional experiences—provide information and instruction in motor skills such as arts and crafts, camperafts, music, waterfront, ecology, sports, rifle and others.

HEALTH, SANITATION, SAFETY

Health

Camping means group living and constant association among fellow-campers and staff. Camp management must be responsible for the personal care of all persons in camp. A carefully planned and supervised health education and care program is imperative. Certain minimal guiding principles are essential.

1. A medical history for all campers with a written statement by parent or guardian assuming full responsibility and authorizing necessary emergency treatment. A medical history on all staff.

2. A physical screening immediately upon arrival at camp by a licensed physician, registered nurse, or licensed practical nurse.

3. Records of examinations, statement of limitations, and insurance claims filed on each camper for ready reference in health quarters of infirmary and kept on file until the camper reaches 25 years of age.

4. A daily record of first aid and medical treatments kept by the nurse and/or director.

5. A licensed physician, registered nurse, or licensed practical nurse in residence, and arrangements for health inspection and physical examinations for kitchen staff.

6. Instruction in Red Cross first aid techniques for all staff.

7. A well-equipped infirmary and isolation quarters.

8. An emergency communications system ready for use at all times.

9. Emergency transportation on hand in camp at all times, in good repair and with adequate reserve fuel.

Good health care also includes good food. Snacks are important in the food program of almost every camp. The director, dietitian, and cooks need to make sure that snacks are not only good-looking and good-tasting, but also consistent with accepted health principles. Nutritious snacks need not be dull, expensive, nor difficult to prepare. A variety of foods may be offered to replace soft drinks, potato chips, and candy. Many 4–H Food-Nutrition project books contain suggestions and recipes. A few possibilities are

Nutritious snacks are important to almost every camper. Many snacks can be prepared that look good, taste good, are low-cost and healthful. (Kansas)

fresh fruit and vegetables, milk and fruit drinks, crackers with cheese dip, popcorn, cereal mix, and cookies made with grains or cereals.

Something for sipping and something for nibbling is enough for most between-meal snacks; they should not be so filling that campers have no appetite for the next meal.

Sanitation

First impressions of camp may determine acceptance or rejection. Campers, parents and staff will notice the condition of facilities and may form long-lasting opinions. Sanitation is also a prime concern of legislators, government sanitarians, public health officers, and the public. High sanitation standards constitute tangible evidence of the camp director's sense of responsibility toward staff, campers and nearby communities. Basic sanitation precautions include:

1. All local, county and state sanitation laws are complied with.
2. Water supply for all purposes is tested each year and approved.
3. Proof of this approval is posted for all to see; or evidence is posted that proper steps have been taken to render unknown water safe.
4. Milk is pasteurized and obtained from a reputable dealer or registered farmer who complies with state milk testing and pasteurizing regulations.
5. Storage for milk and perishable foods is maintained at 50 degrees Fahrenheit. Walk-in refrigerators should not exceed 40 degrees.
6. Food equipment, preparation, service and storage space, including garbage containers, are free from dust and insects.
7. Dishwashing procedures and equipment comply with state, county and local sanitation laws.
8. In the absence of sanitation laws, effective dishwashing procedures must be followed:
   - —In mechanical washers
     140 degrees F. washing temperature
     180 degrees F. rinsing temperature
   - —When hot water is not available, use chemicals in water.
   - —Air-dry all dishes.
   - —For better sanitation, many camps are using paper utensils.
9. Liquid wastes are removed through facilities as required by state, county and local health officials.
10. Toilets are adequate in number, cleaned and inspected daily, maintaining a ratio of one seat to every 15 persons.
11. Handwashing facilities are close to all toilets, privies and urinals.
12. Rubbish and garbage are stored and removed in keeping with local regulations.

Safety

Each year several young people die and others are injured in all kinds of camping activities. Some camps are not safe. Such conditions exist for several reasons: lack of training, experience, money, proper facilities or equipment, foresight, and sometimes lack of good judgment. *No 4–H camp can afford to run the risk of being called "UNSAFE".* Such a label would indicate both negligence and neglect.

Safety precautions and hazard-free conditions are vital. Maintaining safe conditions throughout

the camp is everyone's responsibility. Positive steps must be taken to insure that no person's well-being is jeopardized at any time. Adult staff members must set an example and establish a climate where safety becomes a habit.

No camp area or program is immune from potential accidents, but some facilities and activities are more hazardous than others. Camp committees, adult staff members and counselors should be especially alert to safety precautions at the waterfront, rifle and archery range, on playing fields, in the woods, and in the use of transportation facilities.

Waterfront

1. Standards should comply with American Red Cross or equivalent safety specifications.
2. Qualified and certified Senior Red Cross instructors must be on duty when campers are in or near the water.
3. An "in the water—out of the water" tag system is highly recommended.
4. The "buddy" system also is highly recommended where swimmers are required to go into the water in pairs; frequent checks help insure that all swimmers are safe.
5. Life saving equipment, prescribed by Red Cross, must be in good repair and readily accessible.
6. Boats, canoes, and other such equipment may be used only under supervision of certified waterfront staff members.
7. A telephone at the pool or waterfront is desirable in case of emergencies.

Rifle and Archery

1. Standards comply with the National Rifle Association and National Archery Association standards.
2. All rifle and archery ranges should be located away from other camp facilities.
3. Firearms, ammunition and bow and arrows must be locked up when not in use.
4. Qualified supervisors or instructors must assume responsibility for strict discipline at rifle and archery ranges.

Maintaining safe conditions throughout camp is everyone's responsibility. Certified senior Red Cross instructor teaches swimming and water safety.

Recreation Areas

1. Qualified instructors should check condition of all athletic and sports equipment each time it is used.
2. Ground rules should be explained and thoroughly understood before campers take part in any sport.
3. All play areas should be inspected periodically for debris, obstacles, or other hazards.

The first step in rifle safety is accurate knowledge from a qualified instructor. (Virginia)

4. Counselors should be alert constantly for fatigue and injuries to campers.

Wooded Areas

1. Activities should be limited to small groups.
2. Campers should be instructed to be alert to hanging limbs, unsafe trees, sharp rocks, and dangerous terrain.
3. All wood cutting tools should be inspected by counselors at the start of each hike or visit to the woods.
4. Tools should be used only under supervision of competent instructors or counselors.

Fire Protection

1. The camp director is responsible for regular inspection of all fire protection facilities and equipment.
2. All flammable materials should be clearly marked and stored in metal containers and in a locked storage area away from inhabited buildings.
3. Every staff member must know the location of fire-fighting equipment and how to use it.
4. All electric wiring and fixtures should comply with local building code or National Electric Underwriters Association code.
5. Campers should be informed of the possibility of fire, and fire drills should be planned and practiced with each camper group.
6. Smoking should be discouraged, but if it is allowed, times and place should be designated.
7. Arrange to have the camp and fire equipment inspected by the fire marshal.

Horses

1. Barns, stalls, and corrals should be designed or remodeled specifically for horses to insure safe confinement when they are not being ridden.
2. An experienced horseman should be on duty at all times that campers are near or riding horses.
3. All saddles, bridles and other tack should be checked daily to make sure they are in safe condition.
4. Horses should be tied with the correct length of rope. Do not stake them out.
5. Always speak to a horse before touching him and avoid approaching him directly from the rear if possible.
6. Good manners and courtesy are powerful factors in maintaining safety around horses.

(See additional safety rules on pages 42–44 of *Horses and Horsemanship—The 4–H Horse Program*, printed jointly by Extension Service, National 4–H Service Committee and American Quarter Horse Association.)

Transportation

1. Transportation of campers in motor vehicles should be restricted to official camp activities.
2. Campers should be transported only in licensed buses or cars with equipment meeting Interstate Commerce Commission standards, and driven by licensed drivers over 21 years of age.
3. Seating in any vehicle should not exceed rated capacity.
4. Use of open, platform body trucks to move campers from one place to another is strongly discouraged.
5. Camp directors are responsible for inspecting each vehicle used to transport campers.
6. All drivers should be trained in safety procedures and should demonstrate ability to handle equipment.
7. Vehicles should be equipped with first-aid kits, fire extinguishers, and emergency flares.

All safety rules and regulations must be emphasized very early during the camp period

and repeated periodically. Each camper needs to know that he is responsible for his own safety and the safety of others.

References

1. *Site, Selection and Development*—United Church Press
2. *Administration of the Modern Camp*—Dimock
3. *Maintenance for Camps and Other Outdoor Recreation Facilities*—Nathans
4. *Standards for Organized Camps*
5. *Camp Health Examination Cards*
6. *Camp Health Record Card*
7. *Camp Health Record Form*
8. *Suggested Policies and Standing Orders for Camp Nursing Services*
9. *The Camp Nurse*

All from ACA

COSTS OF CAMPING

Camping is big business. The American Camping Association reports that camps spend more than one half billion dollars a year. Each summer, nearly 7 million children and youth attend more than 10,600 resident camps in the 50 States. In 1968, 300,000 youth attended 4–H camps.

A 1968 inventory of 4–H camping shows that 12 percent of the enrolled members attended a camp for an average of 4.2 days. (An increase of 1.2 days since 1959). The camper cost per day ranged from $1 to $7. The national average was $3.05 per day. This figure may not include contributions of all county personnel, local leaders, parents and donors. Some other agencies spend $10 per camper per day, including professional and lay personnel. These costs do not include capital investment or agency administration of camp, which would raise total costs 30 to 40 percent.

Here are major camp expenditures in descending order:

Good food is basic to camping everywhere, especially in a camp for disadvantaged. Though food is a major budget item, careful management can keep costs down and quality up. (West Virginia)

—Food
—Salaries
—Repairs and replacement
—New construction and new equipment
—Administrative equipment and supplies
—Insurance
—Automotive equipment and supplies
—Property equipment and supplies
—Sports and game equipment
—Camp store supplies
—Swimming and boating
—Kitchen and dining room equipment
—Arts and crafts
—Sanitation equipment and supplies
—Program equipment and supplies
—Furniture and furnishings
—Medical supplies

Survey of Camp Costs

Carefully analyze costs of operating your camp. You can estimate budgets for the coming season by studying figures for the past year.

The accompanying table reveals some interesting cost relationships. Data come from a 1968 4-H camping survey. Figures show, for instance, that about 25 to 50 percent of camp costs go into wages and salaries. These will probably claim a greater share as new programs and kinds of clientele are added to camping.

Food costs made up 20 to 30 percent of the expenses shown in the table. Careful buying, menu planning and service decisions can prevent sharp rises in food costs.

All camp administrators know well the ingredients of a successful camp season—a capable staff,

Camp Costs Survey

	4-H Camps in Each Region				*Non 4-H Organization*	
	North East	Southern	North Central	Western	Camp "A"	Camp "B"
Operating Income						
For 1968	$62,100	$41,400	$69,000	$55,200	$138,000	$132,000
	Average Percentages					
Source:						
Camper Fees	97	60	98	85	100	86
Other Income	3	40	2	15		14
	100	100	100	100	100	100
Expenses						
Salaries:						
Prog. Staff	25	10	22	10	14	23
Operation & Maintenance	25	15	20	30	13	23
Sub total	50	25	42	40	27	46
Food	20	30	31	20	18	15
Other supplies	6	7	6	5	5	4
Recruitment—staff & campers	1	7	.5	3	1	3
Gen & Admin Exp [1]	12	10	6	15	22	23
Property Exp [2]	7	15	14	10	10	8
Misc.[3]	4	6	.5	.7	6	5
Total Percent	100	100	100	100	89	104
Excess or Loss—Income over Expen.	0	0	0	0	+11	−4

[1] Utilities, insurance, taxes, license, payroll taxes, professional fees.
[2] Depreciation allowance: repairs and maintenance.
[3] Transportation, special equipment, laundry, etc.

nutritious food, dynamic program, adequate facilities, good health and safety procedures, and a well-developed philosophy of camping. These require successful and sound business management.

Some current budget projections suggest these approximations:

INCOME		EXPENSES	
From campers	85%	Salaries and wages	40%
Other sources	15%	Food and related supplies	35%
	100%	Administrative	10%
		Property	10%
		Miscellaneous	5%
			100%

References

1. *Administration of the Modern Camp*—Dimock
2. *Camp Administration Course Outline*—ACA

PUBLICIZING THE CAMP

The camping public must be informed about the importance and value of the 4–H camping program. Here are some promotion methods you might use:

Announcement Brochure

A concise printed leaflet helps explain the camp to parents and prospective campers. It should attract attention, arouse interest, create desire, provide information and promote participation. In many ways it is your best communications link with campers and parents. Items to emphasize:

Who Can Attend

Explain if non 4–H'ers are eligible. Mention the age range with cut-off dates, if you use them.

Cost

List the total charge with amount of deposit to be sent with application. Tell how the checks should be made out. Indicate whether non 4–H members pay a different fee. Mention the refund policy.

Camp Staff

Tell the kinds of staff and what they do. If known, list names of major staff with their experience. Include director, program director, waterfront director, nurse, cook, camp naturalist, and program instructors.

Health and Insurance

Give explicit directions about health certificates or information required for admittance to camp. Also explain what is provided by insurance coverage.

Arrival and Leaving Time

It's important that parents know when campers should report and when they may be picked up at the end of the camp.

Visiting Hours

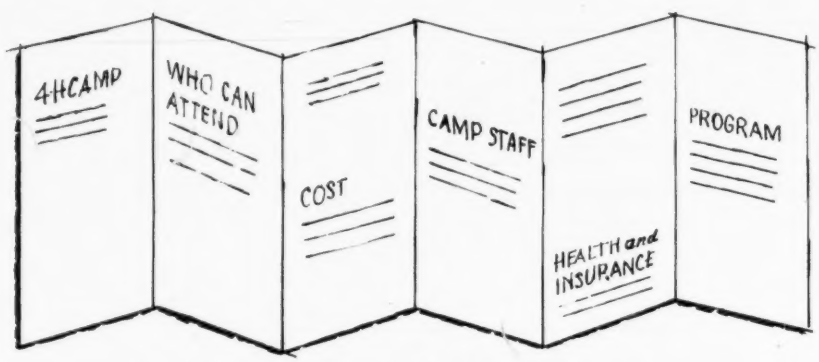
Be sure there is a clear understanding regarding days or hours parents or visitors are invited. Usually visitors are welcome for the last program of the camp week.

Program

Parents and new campers will want to know what a typical camp day is like. Tell about special features and highlights.

Recreation

Review sports, swimming, boating and unique opportunities campers can participate in, and



Letter or leaflet mailed to campers

describe staff supervision and safety precautions used.

What to Bring to Camp

This is important, especially to new campers. List briefly, but completely, types of clothing, bedding, toilet articles, recreational and musical equipment, insect repellent, flashlight and suggested amount of spending money.

How to Apply

State clearly when and where an application, with deposit, is to be sent. If there is a cut-off time for accepting applications, or if they are accepted on the first-come-first-served basis, say so clearly. All pre-camp publicity should include a clear statement of refund policies if the camper cannot attend all of the camp for which he registers.

Also, list dates of the various camp periods and the camp mailing address.

News Releases

You can send stories to local newspapers all year long. Publish the camping dates as soon as they are known, along with the camp objectives and intended clientele. Recognize camp committee members by listing names and outlining their responsibilities.

Publicize staff jobs early. Include major staff as well as counselor openings. Prepare follow-up news releases on the camp staff and their qualifications as soon as they are hired.

When you send out printed camp announcements, also prepare a release outlining objectives of camp, facilities, staff, and program features. Quotes from past campers and their parents may help to "sell" your camp program. A "last call" news item two to three weeks before the deadline for applications may help encourage undecided campers to "sign up".

News stories during camp season can feature special programs, parents' nights, honor campers and unusual items—to keep the camping program before the public. When camp ends, write a summary news story about the camp program, number of campers and staff with some quotes.

Thus, you gain complete year-round press coverage of your camp program.

Radio and TV

Here's another effective way staff, campers, and parents can publicize the camp throughout the year. Plan programs at the start of the season to support information brochures and news releases. Interview advisory committee members, staff, and campers. Also ask parents visiting camp for comments about the value of camping. "On-the-scene" taping with parents and campers provides authentic and colorful reporting.

Films, film clips and slides of the camp in operation help tell the story for TV.

A summary at the end of the season, using honor campers and selected staff, gives another contact. Emphasize the values of character building, leadership development and citizenship training to youth and local volunteers who served on the staff.

Marked Clothing and Materials

Another way to promote camp is through specially marked clothing and camp-related items, such as T-shirts, sweat shirts, caps, pocket combs, and key chains with the camp name. Offer these items for sale during the season. Campers will wear them at other times during the year also.

Color post cards of camp scenes sold at camp can fulfill two objectives: campers may be encouraged to write home; and friends and relatives receiving cards will learn more about the camp.

Special Events

Planning for campers, families and leaders is another way to get people involved in the camping program.

Pre-Camp Season "Work Day"

A work day outing at the campsite for 4-H members, their families and other interested people is a "reunion" type activity for previous campers and counselors.

New 4-H families and potential staff get acquainted with the camp and its facilities and personnel. The "good fellowship" factor gets people interested and involved.

The work day needs to be well organized with work outlined and adults or older teens assigned as work squad "leaders".

Open House

Many camps plan a special program for families new to 4-H camping. Encourage the camp staff to be present to talk with prospective campers and families and conduct a camp tour. The staff explains objectives, program and activities.

Plan a special program for the camp advisory committee or board, including a meal at camp, so they can observe and talk with staff and campers, and evaluate facilities, program and general tenor. After seeing the camp in action, the advisory group can plan improvements with first-hand knowledge.

Parent Visits

At some camps parents bring their children and eat the first meal with campers. Others

arrange for visits at the end of camp. Parent visits at other times may disrupt the program and camper morale.

Telling the Story

You can promote the camp during the off-season at 4–H meetings, leader conferences, school assemblies, service club meetings or county-wide 4–H programs. The most effective reports may be given by junior counselors, counselors-in-training, counselor aides or honor campers—telling their own experiences. Such reports during the winter can encourage 4–H'ers to think seriously about camp the coming season.

To be most effective, *promote* 4–H camp the *year-round.*

CAMPING FOR LOW-INCOME YOUTH

Most 4–H camping reaches young people from middle class families. It is important that camp programs reach low-income or disadvantaged youth also, since only a small share of these ever attend any camp.

Resident camping makes an ideal environment for learning-by-doing and sharing responsibilities. Group living in the out-of-doors helps all youth to develop, but for those from low-income families it may mean the difference between hope and utter despair.

Low-income (economically disadvantaged) youth, as defined by the Cooperative Extension Service, are boys and girls from families whose cash income falls below the poverty line. This varies by states. A 1970 yardstick of Office of Economic Opportunity places this line at $3,800 for an urban family of four; $5,000 for a family of six; and $6,200 for a family of eight. It is estimated that more than half of the 30 million Americans living below the poverty line are 18 years of age and under.

Although a camp for low-income youth may be necessary at first, cross-cultural camping should be the goal. Camping can be one of the most potent methods to help different groups to know and understand each other. (Rhode Island)

4–H, as a tax-supported educational program, has an obligation to make special efforts to involve less fortunate young people in camping activities. There is no pat formula for accomplishing this.

In some places it may be desirable and necessary to conduct a camp for low-income youth exclusively, at least at the beginning. Cultural practices, customs and prejudices may make it impossible to blend different socio-economic groups immediately. However, cross-cultural camping should be the long-range goal. *Camping can be one of the most potent methods of helping different socio-economic, racial and ethnic groups learn to know and understand one another.*

Planning and conducting a camp for less fortunate girls and boys is not easy, but the satisfactions of "opening new doors" and broadening horizons can be most rewarding.

Commitment is vital to success. All the camp staff must have a strong desire to provide a variety of experiences unavailable to youth in their usual surroundings. Camp committees, directors and counselors need to develop a sensitivity to working with these young people.

The staff should become aware of the strengths of the disadvantaged and learn how to build upon them, recognizing personal attributes. In *Good Camping for Children and Youth of Low-Income Families*, Dr. Catherine Richards states that many alienated youth exhibit autonomy and initiative, lots of imagination, a good sense of fun, healthy aggression, and they are responsive to respect, interest and trust. Many less fortunate young are relatively independent, because many of them have had to shift for themselves from an early age.

Other strengths of disadvantaged youth:

—Possess the capacity, and in many cases, the will to learn
—Will respond to chances for personal development
—Are motivated by success and accomplishment
—Crave a sense of belonging

Many disadvantaged youth respond to respect, interest and trust. This happens repeatedly while they learn the out-of-doors and during numerous other camp activities. (New Jersey)

—Respond to one-to-one, adult-youth relationships
—Understand short-term goals
—Express their feelings openly
—Admire physical strength and endurance
—Enjoy active games and sport
—Demonstrate creativity through drama, music
—Have concern about, and are willing to help others.

Knowing assets and needs will help you formulate and state objectives. Camps should help low-income youth:

—Experience a different way of life with security
—Learn about the out-of-doors and appreciate flora and fauna
—Gain a better perception of self
—Strengthen perception of self in relation to others
—Relate themselves to environment
—Practice self-management, but also learn how to live with "managed" and flexible schedules
—Appreciate the need for order in a managed environment
—Sharpen physical skills
—Gain appreciation for aesthetics and increase personal enrichment
—Live in a climate of trust, love, and security
—Express individuality by being creative and doing things spontaneously
—Develop good habits of personal health and cleanliness
—Gain a sense of personal worth and recognize a reason for living
—Share in cross-cultural living activities with youth from other socio-economic groups
—Learn in small groups in a controlled setting with some privacy

Boys and girls sharpen their physical skills as they learn in small groups. Each camper took home his or her own new lamp. (Kentucky)

—Have a continuous sustained experience through a 24-hour day for at least four days
—Learn how to play

Recruiting Campers

With these objectives in mind, you can conduct a recruitment drive among potential campers. Try these methods:

1. The Camp Folder—Prepare in a clear, well-illustrated and simple style.

2. Referral Agencies—Reach children through sources which families know and trust—churches,

Neighborhood Youth Corps, community action groups, social workers, schools and similar contacts.

3. Personal Contacts—Arrange for neighborhood recruiters to make person-to-person visits with parents to establish rapport, review camp materials, and provide reassurances.

4. Essential Information—Recruit early and tell campers what to expect—cost and necessary clothing, bedding and personal articles to bring.

5. Advertisements—Ask service clubs for items needed at camp.

6. Parents—Give them orientation and discussions on the values of camping.

7. Pre-Readiness—Introduce camp-type experiences through neighborhood recreation, day camps, school events, and field trips.

8. Registration—Simplify registration procedures; enroll campers locally to avoid lines when they get to camp.

Placing Campers

Moving from congested neighborhoods to the open spaces of a camp may be a "cultural shock" for some youth. Make special efforts to reduce feelings of fear, helplessness and homesickness. The Girl Scouts suggest that campers be assigned to cabins or tents with one or more other campers with whom they will feel comfortable, such as sisters or close friends. Attempt to locate campers in a group with at least one staff member of the same ethnic group. Stress activities connected with realities of living, including care of personal property, making simple articles, fire protection procedures and basic first aid skills.

Leadership

A combination of indigenous and professional leadership is essential for a camp for youth from low-income families. Indigenous leaders have the advantage of being able to establish rapport and communicate with campers. Professional staff members can provide expertise in programming and camp operations. These few concepts and principles relate to recruitment and training of staff:

—Recruit counselors from both colleges and the campers' home area to insure cross-cultural representation.

—Investigate a variety of sources of staff, including housing development directors, settlement houses, employment agencies, religious groups, welfare councils, community centers, and colleges offering majors in sociology, education, social work, psychology, and recreation.

—Look for leaders who have a feeling for children, emotional maturity, sensitivity to values children consider basic, an interest in the program, and a genuine concern for helping the disadvantaged.

—Conduct leader training well in advance of the camping period so that counselors can help orient and condition campers.

—Emphasize opportunities, responsibilities, acceptance of differences, compassion, communication, group dynamics and different teaching methods in the training program.

—Recognize that counselors who have been successful with middle class youth may not be able to adapt to disadvantaged youth without intensive training.

—Approach prospective staff members on the basis of need to alleviate a crucial social problem. Ask such questions as: "Can we afford not to accept disadvantaged youth in our camp?"

—Concentrate on professionalism in counselor training. Actions and reactions are especially critical in gaining and holding the confidence of low-income youth.

Groupings

Intangible values of camping are not easy to identify or to insure. Assuming that interpersonal relationships are paramount to a successful experience, there are a few guidelines to keep in mind:

1. Groups should be relatively small—4 to 6 as the ideal with a counselor for each group.

2. A cross-section of urban, rural, middle class, disadvantaged, ethnic, religious and racial representation should be included in each group wherever possible.

3. Young people should be grouped by development (physical size and maturity), rather than by chronological age only.

4. In coeducational camps, at least some group activities should include both boys and girls.

5. Younger children should be grouped by friendship cliques, to help provide a sense of security in a strange situation.

Camper-Counselor Relationships

Youth from low-income families are apt to be ill-at-ease with strange adults. Face-to-face contacts may be difficult at first. Counselors need to be alert to the possibility of skepticism, distrust, and even expressed alienation. Empathy and patience will be needed to establish rapport and confidence.

Counselors who are indigenous to the neighborhoods, and who are sensitive to the problems of

disadvantaged youth, can be most helpful in "bridging the gap" with other staff members. All counselors should recognize that it may take longer for low-income youth to adapt to camp routines, schedules, rules, and program than those from "middle class" families.

Counselors must take time to observe and listen. Campers need to know that someone really cares about them.

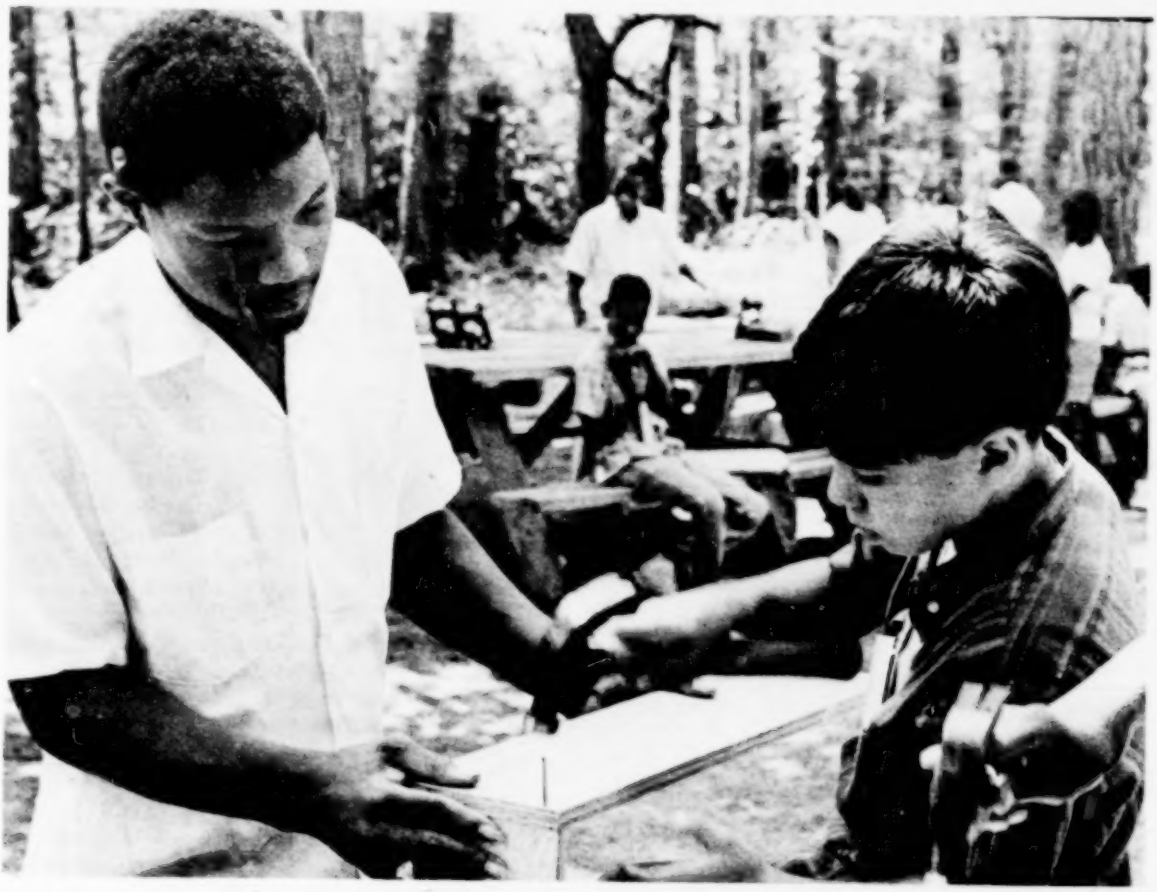
Staff members should also be aware that many youth from low-income families do not know how to perform common camping tasks. Dishwashing, table setting, cabin cleaning and bed making may not have been learned at home. One of the best ways to teach such skills is for counselors to work along with the campers while doing such chores. Doing these things with, rather than for, campers will aid in gaining acceptance. Be sensitive to strong rejection of the "servant" image by minority groups.

A new camper learns from experience
- —To respect himself
- —To trust a "caring" adult
- —That "caring" adults recognize and respect abilities, interests and aptitudes
- —That he has the capacity to manage himself in a wide variety of situations.

Program

Almost any kind of positive educational experience using out-of-doors can be adapted to capture and hold the campers' interest. At a 1967 American Camping Association conference, a workshop group listed these suggestions:

—Have some kind of primitive camping. Such an experience serves as a "levelling" agent for youth from both middle class and disadvantaged areas. Neither affluent nor low-income youth know much about living in the out-of-doors.



"I feel that camp is helping the kids who come here," one counselor believes. ". . . when you see a kid cry because he or she doesn't want to go home, evidently we have given that child something . . . love, understanding, friendship or just a good time. This makes me feel useful." (Texas)

—Include all kinds of physical exercise activities, such as hiking, riding, trail blazing, sports and even garden weeding.

—Focus on constructive service-oriented projects that give young people the satisfaction of accomplishment.

Swimming is fun-time as youth share in cross-cultural living activities. (Kentucky)

—Establish explicit rules for some maintenance functions such as mealtime, table setting, and care of teeth.

—Conduct some total group activities and make it clear why all campers are expected to participate.

—Allow for flexibility and freedom of choice in other events.

—Provide career-vocation-employability experiences for older youth.

—Use simple demonstrations to teach grooming and clothing care.

—Move gradually into more advanced topics on health and nutrition to build self-confidence and social skills.

—Hold tours to introduce youth to career opportunities. Such exposures illustrate the value of an "upward bound" destination.

—Arrange for an idea exchange and dialogue among youth from farm, rural non-farm, suburban, and inner-city areas.

—Surprise the group with some unusual, adventuresome activities; appeal to older youth with events that are not "kid stuff".

—Allow time for, and encourage, constructive spontaneous activity. Low-income youth need a chance to test ideas and skills in a comparatively safe atmosphere.

Follow-Up

The camping experience may be an entree into other 4–H activities. At the end of the season, someone should contact campers at home. This will show that they have not been forgotten, and can pave the way for organizing neighborhood groups. Youth who have enjoyed camp will probably be interested in off-season 4–H activities and may be excellent recruiters of other campers for next year.

References

1. *Camping for Disadvantaged Youth*—Arkansas Special Youth Project
2. *Girl Scout Camping for Children and Youth of Low-Income Families*—Girl Scouts of the U.S.A., 830 Third Avenue, N.Y., N.Y.
3. *Good Camping for Children and Youth of Low-Income Families*—Dr. Catherine Richards, Children's Bureau, Department of Health, Education, and Welfare, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
4. *Informal Educational Programming for Disadvantaged Youth*—Arkansas Special Youth project, Agricultural Extension Service, University of Arkansas, Little Rock, Arkansas
5. *Partial Bibliography of References Related to Work with Disadvantaged*—3-page mimeo, available from 4–H Division, Extension Service, U.S. Department of Agriculture, Washington, D.C. 20250
6. *Income Poverty Guidelines (Revised)*—Office of Economic Opportunity, Washington, D.C. 20506. December 1970
7. *Report from the Steering Committee of the Arden House Conference on Public Welfare*—New York, New York, State Board of Social Welfare, 1968
8. "Suggested Readings" in *Good Camping for Children and Youth of Low-Income Families*, page 20

OTHER SPECIAL CAMPS

Day Camping

Day camps are usually located close to home so that the camper may sleep and eat morning and evening meals at home, yet live in and enjoy the out-of-doors at camp.

Characteristics of a Day Camp

A good day camp includes:

—Program related to needs of youth and to the natural physical environment; also provides continuity over an extended time.

—Responsible management with clear objectives and financial integrity.

—A competent salaried director and a qualified staff.

—Trained leadership—a ratio of no less than one leader to eight campers.

—A campsite located so that travel is inexpensive and not too time-consuming.

—Facilities for camp-type activities and safeguards for health and safety.

—Basic health, safety and sanitation standards.

—A program derived from community needs, with responsibility shared by the community.

Camping is a way of living outdoors. The spirit of adventure in which it is conducted determines success. Location affects success rather little. Some good day programs for youth may not meet the criteria for "day camping" and may be better named. Possible terms include summer activities, day program, play club, in-town program, day care, excursions, picnics, day trips, and stay-at-home clubs.

Developing the Program

Good planning is basic. It is important that campers help decide program content. Incorporate their ideas.

Several factors affect the kinds of possible programs for day camps. You need to consider the camp site; basic needs of campers; expressed

Day camps help youth learn how to play together. Four college work-study students helped conduct this camp. (Maryland)

interests, background and abilities; ages and sex; camper groupings; staff competencies; relationships with sponsoring groups and other organizations; time available and the weather. A general direction for the program is vital, but keep it flexible.

In *Fundamentals of Day Camping*, Grace L. Mitchell suggests these elements of a good day camp program:

1. Objectives—should be stated in writing as a guide for reaching goals and as a basis for evaluation.

2. Large group activities—These help lend spirit of fun and friendship and give experience in give-and-take relationships with many other personalities.

3. Small group activities—These help all youth, especially the disadvantaged, to feel worthy and accepted.

4. Balance—Have a time for activity, and for rest; a time to be busy, and for leisure; a time to learn new skills, and to "just play".

5. Tempo—Allow time for transition from one activity to another without pressure.

6. Choice of activity—Can be achieved through a graded or gradual approach. As campers gain age and experience, they can have more choices for variety.

Some guidance may be helpful in alerting campers to the "things there are to know". Possibilities include campcraft, arts and crafts, nature, music group games, sports and athletics, archery and riflery, dramatics, forestry, conservation, orienteering, health and safety, hiking, scavenger and treasure hunts, creative writing, waterfront activities, service projects and rainy day activities. Specific information on each of these program components is given in pages 14 through 20.

Day Camp Personnel

The number and kinds of day camp staff will depend upon the type of campsite, number and age-range of campers, length of camping period, variety of possible activities, and finances.

Director

A mature, well-qualified director can set the stage for learning. He or she should have had administrative or supervisory experiences with informal education, preferably in camps. Ability to organize—and work with—both paid and volunteer staff is essential. Previous successful camping experience is a good prerequisite for a day camp director. If the number of campers exceeds 48, an assistant director or head counselor should be hired.

Counselors

Besides general counseling qualifications, day camp staff should include members with such skills as music, arts and crafts, nature, first-aid, archery, waterfront activities, and the like. Recruitment, selection, and training of counselors will be determined by learning activities in the program.

There should be one well-trained staff person, paid or volunteer, for every eight campers. Some counselors may be older youth or teen leaders, if there are enough competent adults to guide and assist them.

Have a written job description for each counselor. The designation of responsibilities is too important to rely upon verbal agreements or instructions. A written statement gives status to a position and builds pride in the staff member toward his job. It also facilitates a measure of self-appraisal. Oral descriptions may lead to misunderstandings, conflicts, confusion or overlapping effort.

The job description should include title of position, list of duties, terms of employment, who the staff member is responsible to, extent and limitation of responsibility, and relationship to other camp positions and to the total camp program.

Training for camp counselors takes place during four distinct times.

(1) Pre-Camp. Communicate policies and procedures via newsletters. Encourage suggested readings on developmental tasks and youth needs. Send pamphlets on child guidance, learning techniques and understanding behavior to counselors well in advance of camp. Staff meetings, correspondence courses and informal conferences are also pre-camp training possibilities.

(2) Pre-In-Camp. Conduct at least three days training at camp just before it opens. Acquaint counselors with philosophy and objectives, site and facilities. Hold a guided tour of grounds and facilities. Give instructions in, and demonstrations of, all procedures thru an entire day. Point out sources of supplies and stockroom procedures. Conduct skill workshops for all program activities and procedures to follow in emergencies. Help counselors develop positive working relationships.

(3) In-Service. Hold daily staff meetings for continuity of training. These meetings also expedite daily evaluation, identification of areas of concern and plans for the next day.

(4) Post-Camp Interview. At the end of camp each staff member should have a personal interview with the camp director. These conferences

help evaluate the total program and effectiveness of staff.

References

1. *Day Camping Today*—Carlson
2. *Fundamentals of Day Camping*—Mitchell
3. *Guideposts to Good YMCA Day Camping*—Association Press
4. *So You Want to Start a Day Camp*—ACA
5. *The Day Camp Book*—Girl Scouts of the U.S.A., New York
6. *The Day Camp Program Book*—Musselman

Tent or Pioneer Camping

Each year, more and more people express a desire to learn more about the outdoor world, as there is increased urban living and less rural living.

Tent camping or "pioneer" camping is one way to experience living close to nature, and realize man's relationship to the natural world about him.

Successful outdoor living depends upon knowledge, skills, and attitudes acquired through practice, in progressive stages. Understanding and appreciation of the beauty and variety of nature, the sense of achievement in providing for one's own comfort, and the satisfaction of group accomplishment and fellowship, all combine as a deep, enduring, emotional experience for campers.

Outdoor living is the unique element in camping. Concern for the wise use of natural resources, good outdoor manners, and use of health and safety practices are vital to a satisfying, happy, and safe experience.

Camping for young people increases their appreciation of the outdoor world, teaches desirable conservation practices, and provides progressive learning and adventures. Campers develop a real love of the out-of-doors, an attitude of self-reliance, and a sense of responsibility for self, others, and the environment.

These goals can be reached through a variety of activities. Some examples:

Firecraft

(a) Choose and prepare a firesite.
(b) Select and store a supply of natural materials for tinder, kindling and fuel for preparing meals.
(c) Build and use a fire for simple cooking.
(d) Extinguish fire and prepare firesite for leaving; list safety and conservation practices to be observed.

Food

(a) Plan, prepare, and pack a balanced trail lunch requiring no cooking.
(b) Set up a simple trail cookout site.
(c) Plan, pack, and prepare a well-balanced meal, and demonstrate types of simple outdoor cooking.
(d) Demonstrate clean-up techniques, including dishwashing and disposal of rubbish and waste water.

Toolcraft

(a) Demonstrate ability to handle, care for, and store pocket knife, axe, or bucksaw.
(b) Make and use a piece of simple camp equipment, with some of these tools.

Ropecraft

(a) Whip a rope.
(b) Tie and use one each of the following types of knots: joining, stopper, loop, and end-securing.
(c) Demonstrate how to make three types of lashing and make a simple lash article.

Gear and Shelter

(a) Select, pack, and carry personal gear suitable for the locality, including clothing, equipment, and safety items.
(b) Make an item of individual gear. Erect some type of temporary shelter.

Map and Compass

(a) Read a compass by giving bearings to designated objects.
(b) Find direction by the sun and stars.
(c) Give and follow simple directions, using sketch map, trail signs, and similar guides.

Health and Safety

(a) Learn health and safety practices in relation to campcraft activities.
(b) Learn prevention measures and first aid procedures for simple emergencies in tent camping.

Nature and Conservation

(a) Learn conservation practices.
(b) Observe common plants.
(c) Identify poisonous or harmful plants or animals found locally and know precautions or treatment.

It is very important for campers to learn campcraft skills. Tent or pioneer camping is especially appealing to older youth, since it gives them a chance for creative expression and leadership.

References

1. *ACA Campcraft Training Program*—(Inservice Training Reference)—ACA
2. *Backpacking*—Rethnal
3. *Be Expert with Map and Compass*—Kjellstrom
4. *Camp Craft Instructor's Manual*—ACA
5. *Home in Your Pack*—Angier

6. *Outdoor U.S.A.*—U.S.D.A. Yearbook, 1967. Supt. of Documents, Washington, D.C. 20402. $2.75.
7. *When You Go On Trail Camping*—Chappell
8. *Wildwood Wisdom*—Jaeger
9. *Your Own Book of Campcraft*—Hammett

Year-Round Camping

4–H and Extension have untold millions of dollars invested in camp facilities. Paid and voluntary workers have invested much time and talents to create many excellent outdoor education centers. Yet a 1968 survey reveals that most facilities are used for only a few weeks each year.

We must try to extend the season to year-round use where possible. Experiences in "one topic" or "off season" camps indicate that specialized programs are popular with youth, allow for in-depth instruction, and supplement formal education.

Innovative camp programs available year-round may be classified under at least three headings: Project, Personal Growth, and Careers.

Project Camping

Many 4–H projects can be adapted to an organized camp setting. A relaxed atmosphere, enough time and space, and common interests among the participants are conducive to learning. Extension specialists, project leaders, and other consultants may welcome an opportunity to attend camp and share their talents.

Project teaching in camp can provide details and understanding that may not be available in local clubs. Instruction should support work in the local unit, rather than substitute for it.

Conservation camps are one of the most popular types of project camps. Almost every State, many districts and even a multi-State region hold camps which emphasize wise use of natural resources. The outdoor laboratory of the camp setting encourages boys and girls to enter into meaningful experiences relating to conservation, use and interrelationships of water, soil, plants, and wildlife. For many years private resources have been available to 4–H to encourage conservation camps.

Personal Growth Camps

The social climate of a camp facilitates the physical, mental, social and spiritual growth of youth. The informality helps remove barriers of apprehension, shyness, self-consciousness. or aggression and opens doors to self-analysis. Exploring intangible topics such as character, personality, attitudes, sex values and self-concepts may be an entirely new experience for many young people. Living together as a camp family can create the atmosphere for freedom of expression and greater tolerance of others.

Many principles learned through illustrated talks, demonstrations, films, and discussions can be applied immediately without risk of failure or ridicule. Some subjects adaptable to personal growth camps are:

- Art appreciation
- Citizenship development
- Clothing
- Community service
- Cultural differences
- Dramatics
- Grooming
- International understanding
- Leadership development
- Leisure
- Music
- Personality development
- Recreation techniques
- Public speaking
- Remedial reading
- Self-understanding
- Social graces
- Understanding others

From this wide range of topics many personal growth camps can be held throughout the year.

Plan the daily schedule to allow ample time for diversified activities. It is unrealistic to expect campers to sit for long periods of time. Consultants and resource people can help campers avoid restlessness and boredom. Role playing gets active camper participation.

Career Camps

Young people sometimes choose careers and life styles during a camp. Today's world needs many environmentalists, conservationists, outdoor recreation technicians, and similar specialists. Tourism, resort services and recreation industries offer increasing opportunities for employment. Camping can lead to careers in school, health, music, family, sports, travel and other camps.

4–H Camp gives the first insight, and some skills, in the field of out-door recreation. You might call on local high school counselors and state employment service officers to tell campers about careers. Many potential resource people can present information and discuss job qualifications. Among them are representatives of local ACA sections, recreation and park societies; state personnel for fisheries, wildlife, forestry, conservation, business and economic development; and manufacturers, suppliers and dealers in recreation, camping, and sports equipment.

IMPROVEMENT AND SERVICE PROJECTS

Service is the "performance of labor for the benefit of another." The camp setting helps youth appreciate the value of contributing and knowing that future campers will benefit from their efforts. A camp service project is citizenship-in-action, where campers get firsthand experience in democracy.

Assuming responsibility for a major or minor improvement helps young people realize that camp and other community facilities don't just happen. They may see that every camper is a personal guardian of the environs. Involvement in a service project helps youth:

About a dozen adults and former 4-H'ers built two cabins in two days one rainy June in Huron county, Ohio. Simpler service and improvement projects by younger campers help them realize camps don't just happen. (Ohio)

—Develop sense of personal identification with the site.
—Acquire skill in working together toward a worthy goal.
—Appreciate the aesthetic value of camp surroundings.
—Develop appreciation and respect for the camp community.
—Learn skills in decision-making.
—Identify needed improvements.
—Understand the importance of leaving a place better than they found it.
—Realize a sense of pride and accomplishment.

All camp improvement and service projects should have these basic characteristics to insure citizenship development:

—Reality. A project must be one which campers can see, understand and be interested in. It must be within the abilities of girls and boys, but it must also challenge them with new experiences.
—Clear definition. The project must have a definite beginning and ending with specific steps directed toward a goal.
—Purpose. Campers, counselors and camp staff must know why they are working on a project, why it is worthwhile, and what it will accomplish.
—Democratic Processes. In every phase of the project, from selection through planning to conclusion, youth must share in decision-making.
—Preparation. Youth must be informed about the project. This may include reading, observing, surveying, and discussing.
—Significant Action. A project must require girls and boys to do things, to apply their knowledge and skills so they become personally involved beyond the intellectual level. Be cautious about assigning simple chores, housekeeping projects or "servant" assignments.

Successful completion of an improvement project hinges on important and logical steps. Campers and counselors need to work together to:

1. Analyze the need. This will include on-the-spot inspection, asking questions, gathering facts, and discussing feasibility.
2. Select the project. List needs for the group to consider. Identify possibilities and limitations. The staff must be involved in the decisions, and group consensus is vital to commitment.
3. Develop a plan of action. Campers, counselors and staff must work together in deciding on a timetable, schedule and tentative goals during the camping period.
4. Conduct the project. A step-by-step procedure will provide an orderly guide and also designate specific responsibilities for each camper.
5. Tell the story. Identify the project. Decide on appropriate markers, signs or other labels. Identification helps campers feel a part of the project and recognizes their efforts.
6. Evaluate the results. Campers need to measure their progress, identify strong and weak points, and suggest future projects.

Types of improvement and service projects will vary greatly among camps. Relatively new camp sites may have more possibilities than established areas, but almost every camp has one or more

development or maintenance needs on which campers can work.

Survey the campsite and note possible projects. Areas to consider include buildings and grounds, conservation and forestry practices, beautification and landscaping, flower and vegetable gardening, health and safety facilities, recreation equipment and waterfront maintenance.

References

1. *Conservation for Camp Counselors*—Carlson
2. *Maintenance for Camps and Other Outdoor Recreation Facilities*—Nathans
3. *Site Selection and Development*—United Church Press
4. National Golf Foundation—Merchandise Mart, Chicago, Illinois
5. *Conservation of the Camp Site*—ACA
6. *You and Conservation*—ACA

CAMP TRADITIONS

Traditions have become an important feature at many 4-H camps. To become traditional, a camp practice should be meaningful and not dated. Many camp traditions are symbolic, many have humor. New traditions are always in the making. An idea that appeals to the whole camp and has proved sound this year may be next year's tradition.

Camp traditions are valuable to repeat campers because they lend prestige to their position among the new campers. New campers enjoy traditions for their novelty, symbolic value, and the security of convention in the camp pattern. For all campers, traditions provide identity with the group and inspire loyalty. They instill pride in belonging to the camp family.

Since traditions are responsible for many of our opinions, tastes, and principles, they should be of the highest caliber, yet easily understood by every camper. The form of a tradition may change with every camp season, but the underlying idea must be stable enough to retain its meaning.

Types of Traditions

Camp traditions may be symbols, mottos, slogans, songs, themes, and colors. Traditions built around special occasions include:

Ceremonials—opening day, closing day, campfire ceremonials, grace at mealtime, Sunday services, birthday celebrations, initiation ceremonies, and similar occasions.

Activities—special work or service projects, camp circus, midnight hike, carnival, water pageant, and similar events.

Feature Days—Paul Bunyan Day, Fourth of July celebration, Gypsy Day, Hobo Day, and similar observances when campers take over.

Places—Initiation Rock, where initiation ceremonials are conducted; the Story Tree, where storytelling takes place; the Wailing Wall, where campers may go when they are angry or out of sorts, or when they want a good cry; the Jury Box, where campers settle their disciplinary problems; the Pit of Oblivion, where worn-out songs and slang expressions are discarded by vote of the campers.

Names for units, tents, cabins, groups, chores, boats, cars, and other property.

Customs—when the whole camp goes to the dock to welcome campers back from a canoe trip; a specified knock on the cabin door; a unique signal or handshake; a good-night song.

Fundamental Principles

A few fundamental principles concerning camp traditions are:

1. A traditional activity should arouse interest and anticipation, but should not stifle or suppress program planning by campers.
2. A tradition should be authentic and be treated with respect.
3. Traditions should represent an idea, not a program.
4. Traditions don't have to live forever. Some may last for one season only, some for many seasons.
5. Outmoded traditions which no longer apply to the camp should be consigned to the Pit of Oblivion—and fast!
6. New traditions should be forming as old ones are growing monotonous or out-of-date.
7. Symbols and rituals should be used only when they mean something and can be understood by every camper.

8. Don't exploit a tradition. If it doesn't catch fire on its own, it may be outmoded.

9. Traditions should not govern the program. Be alert for new and better ideas.

10. Traditions need to be reviewed and evaluated occasionally to make sure they are applicable and appropriate.

11. Don't confuse loyalty or sentimental attachment to certain camp themes, programs, slogans, or colors with the basic value of established traditions. You may be the only one who really likes them.

APPENDIX

Suggested Format—Week-Long 4–H Camp Workshop for Camp Staff

Objectives

1. Understand what is meant by "counseling," by "dictate," and by "delegate."
2. Understand factors that determine the program offered in 4–H camp.
3. Create a lasting image of 4–H with those participating at 4–H camp.
4. Provide opportunities for growth in personality, skills, and leadership.
5. Train future staff members to meet leadership requirements.
6. Interpret the camp program including leadership techniques, skill development and practical application of these in the camp setting under guidance of qualified staff.

Sub-objectives. To learn—

1. Purpose of the 4–H camp.
2. Aims and objectives of 4–H camping.
3. 4–H camp organization and structure.
4. Purpose of programming.
5. Camper's needs, growth and development thru camp programs.
6. Evaluation procedures of camp staff, campers and programs.
7. Teaching skills in subject matter areas.

First Day

Objectives:	Entire staff understand what is meant by "counseling," by "dictate," and by "delegate."
5:00–6:30 p.m.	Informal Session Arrive Register, receive cabin agreement, bunked in Read booklets and manuals Look at visuals, displays and materials Informal discussions
7:30 p.m.	Informal Session Tour facilities Flag lowering Song fest Get acquainted session Announcements and assignments Refreshments
Objective:	Train future staff members to meet leadership requirements.
10:30 p.m.	Inspirational program

Second Day

8:00–9:00 a.m.	Flag service, breakfast, clean up cabins
Objectives:	Entire staff to understand what is meant by "counseling," by "dictate," and by "delegate."
9:15 a.m.	Keynote speaker
Sub-objectives	Learn the aim and objectives of 4–H camping. Understand 4–H camp organization and structure.
9:45–10:30 a.m.	Administrative organization of camp History of camp Purpose and objectives of camp
10:30–11:00 a.m.	Break
11:00–12 noon	Administrative personnel Chain of command General rules
Objectives:	Provide leadership, facilities, and opportunities for personal, skill, and leadership growth.
Sub-objectives:	Know and understand camper's needs, growth and development thru camp programs.
1:30–3:00 p.m.	Work sessions by camp group on— Understanding clientele Role of the counselor Teaching techniques as a counselor Campcraft skills
3:00–3:30 p.m.	Break

3:30–5:00	Work sessions continued, same four topics
5:15–6:15 p.m.	Swimming directed by waterfront staff
Objectives:	Interpret camp program including leadership techniques, skill development and practical application in the camp setting.
7:30 p.m.	Flag service
7:45–8:45 p.m.	Committee or work assignments
8:45–10:30 p.m.	Recreation, mixers, singing and similar activities. Refreshments
10:30–11:00 p.m.	Review and evaluation
11:00 p.m.	Inspirational program
	Third Day
8:00–9:00 a.m.	Flag service, breakfast, clean up cabins
Objectives:	Entire staff understand what is meant by "counseling," by "dictate," and by "delegate." Provide leadership, facilities and opportunities for personal, skill and leadership growth.
Sub-objectives:	Know and understand camper's needs, growth and development thru camp programs.
9:00–10:30 a.m.	Work sessions by camp group on— Understanding clientele Role of the counselor Teaching techniques as a counselor Campcraft skills
10:30–11:00 a.m.	Break
Objectives:	Train future staff members to meet leadership requirements
11:00–12 noon	Cabin meeting
12 noon–1:15 p.m.	Lunch and mealtime program techniques
1:30–3:00 p.m.	Work sessions continued, same topics as morning
3:00–6:00 p.m.	Time spent as a cabin group
Objectives:	Interpret camp program including leadership techniques, skill development and practical application in the camp setting.
7:30 p.m.	Flag service
7:45–10:30 p.m.	Night program by cabins
10:30–11:00 p.m.	Review and evaluation
11:00 p.m.	Inspirational Program
	Fourth Day
8:00–9:00 a.m.	Flag service, breakfast, clean up cabins
Objectives:	Provide leadership, facilities and opportunities for personal, skill, and leadership growth. Train future staff members to meet leadership requirements.
Sub-objectives:	Develop skill in teaching other clientele.
9:00–10:00 a.m.	Cabin counselors, meeting by themselves, divided into three groups Interpretive programs
10:15–11:15 a.m.	Rotate cabin groups
11:15–12:15 p.m.	Rotate cabin groups
9:00 a.m.–12 noon	*Unit Directors or Program Specialists meet to plan their work (Separate, concurrent training for these personnel)* Nature Crafts Waterfront Recreation
1:30–3:30 p.m.	Activities—same four topics as morning
3:30–4:00 p.m.	Break
4:00–6:00 p.m.	Time spent as a cabin group
Objectives:	Interpret camp program including leadership techniques, skill development and practical application in the camp setting under guidance of qualified staff.
7:30 p.m.	Flag service
7:45–10:30 p.m.	Function as a camp staff—camp director in charge
10:30–11:00 p.m.	Review and evaluation
11:00 p.m.	Inspirational program
	Fifth Day
7:45–8:30 a.m.	Flag service, breakfast, clean up cabins
Objectives:	Emphasize all main objectives during entire day.
Sub-objectives:	Know and understand the purpose of programming. Know and understand evaluation procedures of camp staff, campers, and programs. Develop skills in teaching other clientele.
8:30–12:30 p.m.	Activity work Nature Crafts Waterfront Recreation
12:30–1:45 p.m.	Lunch
1:45–3:45 p.m.	Activity work, same four topics as morning
4:00 p.m.	Cookout and campout—*Unit Directors and Resource Persons* Cooking Programming Camp fire

	Campcraft skills
	Final ceremony
	Sleepout
	Sixth Day
8:00–9:00 a.m.	Breakfast, clean up, pack, check out
9:00–9:30 a.m.	Review and evaluation
9:30–10:30 a.m.	"Your Challenge"—inspirational talk to staff
10:30 a.m.	Pick up sack lunch, begin camp assignments

Suggested Format—Weekend 4-H Camp Workshop

	First Day
8:30–9:30 a.m.	Registration and cabin assignments
9:30–10:30 a.m.	Introductory Philosophy History Objectives of 4-H camp Organizational structure Chain of command
10:30–11:00 a.m.	Break
11:00–12:15 p.m.	Role of counselors, staff, management, leaders and camp director Understand camper—talks by unit directors and cabin counselors Role playing Case history
12:15–1:30 p.m.	Lunch
1:30–3:00 p.m.	Subject matter training (each trainee's choice) (Swimming, crafts, nature etc.)
3:00–3:30 p.m.	Break
3:30–6:00 p.m.	Swimming and afternoon programs by cabins arranged by unit directors
6:30 p.m.	Cabin groups eat together
7:30 p.m.	Flag lowering
7:45–10:30 p.m.	Night program by cabins arranged by unit directors
10:30–11:00 p.m.	Review and evaluation—camp director
11:00 p.m.	Inspirational program
	Second Day
8:00–9:00 a.m.	Flag service, breakfast, work details
9:00–10:00 a.m.	Inspiration period—outdoor theme
10:00–12 noon	Factors in program planning—by camp director and unit director. Why? What? How? When? Where?
12:15 p.m.	Lunch
1:30–3:00 p.m.	Workshop session on program planning—unit directors and cabin counselors
3:00 p.m.	Wrap-up—camp director

REFERENCES

AQUATICS

* *Basic River Canoeing*—Robert E. McNair
Canoeing—American Red Cross, District of Columbia Chapter, 2025 E Street, N.W., Washington, D.C. 20006 Attn: Safety Service
First Aid Textbook—American Red Cross (address given earlier)
Life Saving and Water Safety—American Red Cross (address given earlier)
* *New Science of Skin and Scuba Diving*
* *Water Fun for Everyone*

CAMPCRAFT

* *Backpacking*—R.C. Rethmel
* *Be an Expert With Map and Compass*—Bjorn Kjellstrom
* *Campcraft Instructor's Manual*
* *Campcraft Training Program*
* *Home in Your Pack*—Bradford Angier
* *Outdoor Living*—R.O. Bale
Outdoor U.S.A.—USDA Yearbook, 1967. Supt. of Documents, Washington, D.C. 20402. $2.75.
* *What on Earth*—R.O. Bale
Wildwood Wisdom—Ellsworth Jaeger. The MacMillan Co., 60 Fifth Avenue, New York, N.Y. 10011
* *Your Own Book of Campcraft*—Catharine T. Hammet

CAMP MANAGEMENT

* Accident Report Forms
Administration of the Modern Camp—Hedley S. Dimock, Association Press, 291 Broadway, N.Y., N.Y. 10007
* Camp Health Examination Form
* Camp Health Record Form
* Camp Job Descriptions
* Camp Staff Application
Day Camp Book—Girl Scouts of the U.S.A.
* *Day Camp Program Book*—Virginia Musselman
* *Day Camping Today*—Reynold Carlson
Guideposts to Good YMCA Day Camping—Association Press
* Health Examination Cards
* Interpretive Guides
Maintenance for Camps and Outdoor Recreation Facilities—Alan Nathans, National Golf Foundation, Merchandise Mart, Chicago, Illinois
* *Nurse, The Camp*
* *Site Selection and Development*—United Church Press, 1505 Race Street. Philadelphia, Pennsylvania 19102
* *So You Want to Start a Camp*
* *Standards for Organized Camps*
* Standards Report for Accreditation of Organized Camps
* Suggested Policies and Standing Orders for Camp Nursing Services

GROUP ACTIVITIES AND GAMES

* *File O'Fun*—Jane H. Harris
* *Program Activities for Camps*—H. Jean Berger
* *"Sing"*—Cooperative Recreation Service
* *Stories to Tell or Read Aloud*—Anne Aimley

FOOD

Food Service Planning—Kotschevar and Terrell
Quality Food—Kotschevar
Summer Camp Food Service Manual—Kellogg Company, Battle Creek, Mich.

HANDICRAFT

* *Creative Crafts for Campers*—Catharine Hammett and Horrocks, Carol M.
Indian Crafts and Indian Lore—Julian Salomon
* *Native 'N Creative*—Thelma Stinson
* *Whittling and Woodcarving*—E.J. Tangerman
* *Woodcarving*—Doris Aller

INSPIRATION

* *Boy Who Could Sleep When the Wind Blew*—Susan and Kenneth Webb
* *Light from 1,000 Campfires*—Edited by Kenneth Webb
* *Sand County Almanac*—Aldo Leopold, Oxford University Press, New York
* *Summer Camps* (Security in the Midst of Change)—Kenneth Webb
* *Summer Magic*—Kenneth Webb
* *Tale of the Meadow*—Henry B. Kane
* *Twelve Seasons*—Joseph W. Krutch
* *Three Minutes Devotions for Boys and Girls*—William Woodal
* *Web of Life*—John H. Storer
* *Tale of a Pond*—Henry B. Kane

LEADERSHIP TRAINING AND COUNSELING

* Camp Administration Course Outline
* *Camp Counseling*—A. Viola Mitchell and Ida B. Crawford: W.B. Saunders Company, W. Washington Square, Philadelphia, Pa. 19106
Camp Counselor—Reuel A. Benson, M.D. and Jacob A. Goldberg, Ph.D. McGraw-Hill Book Co., 330 W. 42nd St., New York, N.Y. 10036
* *Camp Director Trains His Own Staff*—Catharine T. Hammett
* *Camp Program Book*—Catharine Hammett and Virginia Musselman
* *C.I.T. in Residence Camping*—Edited by Eugene A. Turner, Jr.
* *Conservation for Camp Counselors*—Ruth and Reynold Carlson
* *Good Camping for Children and Youth of Low Income Families*—Dr. Catharine Richards, U.S. Department of Health, Education & Welfare, Washington, D.C.
* *Guide to a C.I.T. Program*
New Understandings in Leadership—Murray Ross and C.E. Hendry: Association Press
Solving Camp Behavior Problems—J. Kenneth Doherty: Association Press
* *Understanding Boys*—Clarence Moser
* *Understanding Girls*—Clarence Moser

LEGISLATION

* *Accident Report Forms*
* *Camping Law Abstracts*
* *Legislation Affecting Camping*

OUTDOOR ADVENTURE

* *A Field Guide to Birds*—Roger T. Peterson
* *Classroom Out-of-Doors*—Wilbur Schramm
* *Complete Field Guide to American Wildlife*—Henry H. Collins, Jr.
* *Conservation for Camp Counselors*—Reynold and Ruth Carlson
* *Conservation of the Camp Site*
* *Field Trips (Ecology for Leaders)*—Janet Nickelsburg
* *Golden Nature Guide Series*—Golden Press, 630 Fifth Avenue, New York, New York 10020

* *Learning About Nature Through Games*—Virginia Musselman: Association Press
* *Manual of Outdoor Interpretation*—National Audubon Society, 1130 Fifth Avenue, New York, N.Y. 10028
* *Nature Recreation*—William G. Vinal; McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036
* *Outdoor Education*—Reynold Carlson, Julian Smith, Hugh Masters: Prentice-Hall, Englewood Cliffs, N.J. 07631
* *Outdoor Education (Book of Readings)*—Donald and William Hammerman. Burgess Publishing Co., 426 S. 6th St., Minneapolis, Minnesota 55416
* *Outdoor Education*—Charles L. Mand: J. Lowell Pratt Co., New York
* *Science for Camp and Counselor*—William T. Harty
* *Teaching in the Out-of-Doors*—Donald and William Hammerman, Burgess Publishing Co. (Address given earlier)
* *When You Go Trail Camping*—Wallace Chappell
* *Wilderness Survival*—Stan Hamper
* *You and Conservation*

SPECIAL OPPORTUNITY CAMPS

Bibliography of References Related to Work with Disadvantaged—Extension Service, U.S. Department of Agriculture, Washington, D.C. 20250

Camping for Disadvantaged Youth—Arkansas Special Youth Project

Girl Scout Camping for Children and Youth of Low Income Families—Girl Scouts of the U.S.A.

* *Good Camping for Children and Youth of Low Income Families*—Catherine Richards, U.S. Department of Health, Education & Welfare, Washington, D.C.

Informal Educational Programming for Disadvantaged Youth—Arkansas Special Youth Project

OTHERS

Analysis of 4-H Camping in the United States—John H. Heller

A People and a Spirit—Report of the Joint U.S.D.A., National Association of State Universities and Land Grant Colleges, Extension Study Committee

* *Camping is Education*
* *Camping in Transition*

Poverty Guidelines for Fiscal Year 1970—Office of Economic Opportunity, Washington, D.C.

Report from the Steering Committee of the Arden House Conference on Public Welfare—New York State Board of Social Welfare, New York, 1968

---

* Available from Publications Service, American Camping Association, Martinsville, Indiana 46151

Information given in this booklet is for educational purposes only. Commercial or trade names are used with the understanding that no discrimination is intended and no endorsement is implied by Cooperative Extension Service.

Cooperative Extension Work:

U.S. Department of Agriculture and State Land-Grant Universities Cooperating

Issued April 1972